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ABSTRACT

The purpose of this document is to provide a selected, annotated bibliography in staff development for career education for the years 1970-73. It is expected that this document may be of assistance to those planning and/or working in the career education movement who have responsibility for preparing and utilizing staff effectively. The selections herein have resulted in a rather broad and varied listing inasmuch as it is assumed that the process of change necessitated by the varied concepts of career education and its current evolvement implies the use of a large range of ideas and sources in personnel preparation. Listings are arranged alphabetically by author under the following general headings: books and parts of books (17 pages), dissertation abstracts (137 pages), journals (69 pages), and other documents (139 pages). A selected supplementary listing (11 pages) announces sources for which there was insufficient time for annotation. No subject index or other cross-reference is provided. (Author/SA)

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PERSONNEL DEVELOPMENT FOR CAREER EDUCATION

A Selected Annotated Bibliography

The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

August, 1973

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INTRODUCTION

Intent and Purpose

The purpose of this document is to provide a selected, annotated bibliography in staff development for career education for the years 1970-73. It is expected that this document may be of assistance to those planning and/or working in the career education movement who have responsibility for preparing and utilizing staff effectively. The selections herein have resulted in a rather broad and varied listing inasmuch as it is assumed that the process of change necessitated by the varied concepts of career education and its current evolvement implies the use of a large range of ideas and sources in personnel preparation.

Major Sources of Listing

The source list herein has been compiled through a computer search and manually. Major sources checked include the following:

Abstracts of Instructional Materials in Vocational and Technical Education

Abstracts of Research Materials in Vocational and Technical Education

Abstracts of Staff Development Resources for Career Education. Compiled by Anna M. Gorman, et al. Columbus: The Ohio State University, The Center for Vocational and Technical Education, June, 1973.

Bibliographic Index

Career Education: an ERIC Bibliography. New York: Macmillan Information, 1973.

Current Index of Journals in Education (ERIC)

Dissertation Abstracts

Education Digest

Education Index

Educational Research

Government Monthly Publications

Graduate Research in Education

Operation Resource for Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner. Compiled by Anna M. Gorman, et al. Columbus: The Ohio State University, The Center for Vocational and Technical Education, July, 1972.

Performance-Based Teacher Education: an Annotated Bibliography. Washington, D.C.: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, August, 1972.

Reader's Guide

Research in Education

Review of Research in Education

U.S. Government Publications Monthly Catalog

U.S. Government Research and Development Reports

Willingham, Warren W., et al. Career Guidance in Secondary Education. New York: College Entrance Examination Board, 1972.

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Appreciation is expressed to those who have worked long hours in a relatively short time to produce this document; viz., Karen Murtaugh, Pauline Frey, Marlene Sheley, Burnadine Anderson, James Carpino, Gerard Glassmeyer, Ralph Gohring, Trudy Krisher, Thamrongsak Moenjak, Gwendolyn Simpson, Anita Bauer, Stephanie Butler, Mary Holbein, Sharon Miller, and Jennie Ollmann.

Project Staff

Lorella A. McKinney, Project Director
Earnestine Dozier
Sandra Orletsky

BOOKS

Andrews, Theodore E. Manchester Interview: Competency-Based Teacher Education/Certification. Washington, D.C.: American Association of Colleges for Teacher Education, April, 1972.

This interview, set in 1980, illuminates the characteristics of a fictitious, performance-based teaching center. The teaching center assumes all responsibility for educating prospective teachers who come to the center usually after college and always after being screened by the state. "Certification" is more a description of competencies which are expanded throughout a teacher's career.

The imaginative format suggests directions in which performance-based teacher education is heading, and the implications of this publication should appeal to teacher educators, superintendents, and state certification directors.

Barry, M. Kaneti, et al. 2100 Sixth Formers: a Study of Sixth Form Boys and Girls, with Particular Relevance to Their Subject Specialization, Educational Aims, Vocational Choice, and Career Prospects. London: Brunel University, 1971.

A major objective of the survey was to inquire whether schools are performing the function of familiarizing their pupils with all existing opportunities of post-school education. Another object of inquiry was the subject choice of respondents and what they saw as their future careers. Relevant questions were designed and included in a questionnaire. Respondents included a preponderance of girls. One of the major findings of the survey showed that the sixth formers were receiving inadequate school advice about the opportunities for higher study in the further education field. There was a strong desire among these sixth formers to enter a university, a lack of knowledge

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as to alternative courses of study, and a lack of teacher influence on their decision-making. Of the respondents, 35 percent indicated a desire to take subjects outside the specialist range; this desire was equally prevalent among arts and science specialists. Girls tended to choose health, welfare, and educational occupations. In these fields they tended to have lower aspirations than boys, whereas in the fields of arts and science, the level of aspiration was the same for both sexes. The lower proportion of science specialists and the higher proportion of mixed subject specialists among the survey population confirm the trend away from science specialization.

The study is of general interest to teachers, administrators, vocational counselors, who should be familiar with the goal orientations of students.

Bolton, Dale. *Selection and Evaluation of Teachers: an Interpretive Study of Research and Development.* Final Report. Seattle: University of Washington, 1970.

This study was designed to acquire and synthesize research and development information regarding selection and evaluation of teachers which could be used by practicing administrators, teachers, and board of education members to improve school personnel practices. Information is included about the practices of sixty-seven school districts, ninety-five businesses, and nineteen government agencies in all regions of the United States.

Administrators at the state, local, and national levels as well as teacher educators throughout the country will find this a useful resource for teacher evaluation and selection.

Burns, Richard. *New Approaches to Behavioral Objectives.* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972.

No one would argue with the need for having goals for instruction, however, broad goals are relatively useless when it comes to developing units, constructing curricula, creating instructional modules, selecting teachers, etc. More functional statements of objectives, met by developing specific, behavioral objectives, are needed. This text is designed to overcome any reluctance or hesitancy to deal with behavioral objectives.

The concrete suggestions embodied in this book should enable evaluators, teacher educators, and teachers themselves to become more proficient in developing specific, performance-based behavioral objectives.

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Chick, Joyce M. Innovations in the Use of Career Information. Boston: Houghton Mifflin Company, 1970.

This is an excellent sourcebook for guidance counselors, particularly those who have not kept up-to-date with the latest innovations in the field.

Dr. Chick stresses the need for a conceptual framework which would provide direction for the vocational counselors' thoughts and actions. In addition, the counselors must thoroughly understand the characteristics of the present-day occupational world, must possess knowledge of vocational decisions, and must accurately present information on which the student can rely for realistic decision making.

Above all, Dr. Chick is concerned with exposing counselors to the latest innovations in the profession. Computer technology as it applies to education and counseling is explored in depth and the pros and cons of computer-based systems for guidance counseling are discussed.

Lastly, Dr. Chick deals with innovations through simulation and gaming techniques as in the "Life Career Game" and the use of Occupational Simulation Kits. Innovations in other media such as the use of resource centers, tape recordings, videotape, and the Guidpak System are also presented. An extensive bibliography is provided.

Cuban, Larry. To Make a Difference: Teaching in the Inner City. New York: Free Press, 1970.

This book is a personal account of teaching experience in the inner city school, as well as being an organized approach to improving teaching methods. On the schools and the teachers are placed the responsibility for teaching and for reasonable academic achievement of students. The underlying educational philosophy is that the individual teacher must match the materials and methods of instruction to the student. The teacher's role in developing his or her own units for classroom work and types of units which have been successful are emphasized. Chapters that deal with the teacher as liaison with the community, as instructional decision maker, and as curriculum developer suggest a different style and provide a different substance to classroom teaching. Also discussed are the different learning styles of children, workable approaches, and specific problems such as race, discipline, and expectations.

This document will enlighten teachers in the inner-city, learning theorists, and instructional materials specialists.

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Davenport, Lawrence, and Petty, Reginald. Minorities and Career Education. Columbus, Ohio: The House of Haynesworth, 1973.

Based on the assumption that there should be drastic changes in career preparation for minorities, this volume is intended to explore such changes and examine the implications for career education emphases for minorities in the United States.

The volume contains eight short chapters by the authors and some other writers. Each chapter presents different aspects of career education in relation to minorities. Some of these chapters are (1) "An Overview of Minorities and Career Education"; (2) "Career Education: a Tool for the Minority Veteran"; (3) "Career Education and the Community College"; (4) "Career Education for Women"; (5) "Counselors, Career Education and Minorities"; and (6) "Career Education, Professional Preparation and Minority Groups."

Although emphasis is placed on the feasibility of providing career education for minorities, the book, however, contains general and useful information concerning career education--its concepts and objectives, its advantages and disadvantages, implications for curriculum revision and development, the models being developed, and career education's role in the total educational system.

The book provides useful source information on career education and gives the readers an overview of how it could be used to serve minority groups effectively. Teachers, counselors, educators, and administrators would find this readable volume worthwhile.

Drier, Harry N., Jr. Career Development Resources--a Guide to Audiovisual and Printed Materials, K-12. Worthington, Ohio: Charles A. Jones Publishing Co., May, 1973.

This publication contains over 2,000 titles of audiovisual and printed materials, which may be used by teachers and counselors to integrate career development into the total school curriculum. Resources are grouped by the instructional objectives identified in the Wisconsin Career Development Model and by grade level. An extensive bibliography of professional readings and the addresses of publishers and distributors of the resources are included.

This is a valuable resource guide for educators involved in elementary and secondary school curriculum planning.

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Emergency Victim Care. A Textbook for Emergency Medical Personnel. Columbus: Ohio State Department of Education, Trade and Industrial Education Service, 1971.

This textbook for emergency medical personnel should be useful to fire departments, private ambulance companies, industrial emergency and rescue units, police departments, and nurses. The thirty illustrated chapters cover topics, such as emergency medical service vehicles, safe driving practices, anatomy and physiology, closed chest heart compression and resuscitation, bleeding control, drug abuse, burns and environmental injuries, childbirth, radiation accidents, and postmortem conference-action evaluation. Also included are data on cardiac monitoring and telemetry, a glossary, and a bibliography. A separate text to be used in presenting the skills of rescue is presently being developed. This document was developed by a state consultant with assistance from a medical advisory and review committee.

Fedder, Ruth, and Gabaldon, Jacqueline. No Longer Deprived: the Use of Minority Cultures and Languages in the Education of Disadvantaged Children and Their Teachers. Series in Guidance and Student Personnel Administration. New York: Teachers College Press, 1970.

This book described how a number of professional and volunteer social workers went about communicating with and teaching disadvantaged children. The records included (reports of events week by week, and day by day) are considered to show the infinitesimal steps that led to eventual success. These examples of how the Indian child, the Spanish-speaking child, and the child of the migrant worker were turned into successful, confident learners are held to be easily translatable into one's own practice and to provide insights to improving efforts at overcoming deprivation. Aspects dealt with encompass academic enrichment; trips and other cultural activities; school health services; psychological and related consultant services; conferences and other types of work with parents, community representatives, and organizations; remedial teaching; provision of essential materials, supplies, and equipment; individual interviews with children; and, special inservice training and adequate preservice preparation of teachers.

This document should be appropriate for a wide audience--teachers of the disadvantaged, counselors, community service personnel, consultants, and social welfare workers.

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General Learning Corporation. Career Education Resource Guide.
New Jersey: General Learning Press, 1972.

This book, written largely by classroom teachers who prepared activities, is intended to provide the practicing classroom teacher with examples of how career education can be put into practice in the classroom. It first presents an overview of career education--its concepts, its rationale, its objectives for elementary schools, and the role of the classroom teacher in career education. Classroom activities from kindergarten to high schools and adult education programs are then presented. Each activity contains five major components describing the whole process of the activity which teachers could follow conveniently. These components are (1) concepts, (2) performance objectives, (3) materials, (4) lesson capsule, and (5) observations. These activities could be selected to present to the class according to the needs of the students and the purposes of the lessons. The activities vary widely to cover several types and aspects of careers which could be introduced to students at different grade levels.

A list of suppliers of career education materials is provided so that if needed, the teachers or schools could purchase these materials directly. Suggestions on the selection of materials to serve the purpose of the programs well are also offered. Schools in different parts of the country will find the list of career education resource people, grouped by state, very helpful when help is needed.

This book will undoubtedly serve the needs of the teachers who want some guidelines and "hints" in implementing career education concepts into their classrooms.

Gibson, Robert L. Career Development in the Elementary School.
Columbus, Ohio: Charles E. Merrill Publishing Co , 1972.

Because the elementary years are years of curiosity and inquiry, trial and exploration, and relative freedom from prejudice, this is the natural time for developing appropriate career foundations in students. This publication was designed to suggest guidelines for meeting these opportunities through career guidance and is intended for use in the preparation of counselors, elementary school teachers, and administrators. The first two chapters provide a rationale and guidelines for a career development program in the elementary school; another discusses the specific activities of such a program and provides illustrations, while the fourth chapter suggests approaches to program development in the elementary school.

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Ginzberg, Eli. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It. New York: McGraw-Hill, 1971.

In this unusually forthright book Ginzberg applies his experience in manpower- and career-development research to the field of career guidance in school, government, and industry. The book is based on a searching inquiry and contains fundamental criticisms of the guidance movement. He describes, for example, the way counselors are recruited and trained and how they spend their time. His recommendations include the following: (1) educational and career guidance should be the primary commitment of the profession; (2) the education of guidance personnel must include more training in the dynamics of the labor market; (3) the requirement of teaching experience for the certification of school counselors should be rescinded; (4) improved counselor performance should be sought through more emphasis on group techniques.

Ginzberg's analysis of shortcomings and his prescriptions for the profession are presented with sufficient candor to include rebuttal on specific points, but the overall effect of this book should be highly beneficial. It ought to be read by anyone seriously interested in the guidance profession.

Goldhammer, Keith, and Taylor, Robert E. Career Education: Perspective and Promise. Columbus: Charles E. Merrill Publishing Co., 1972.

Career education is a systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Four alternative models of career education now exist: (1) comprehensive career education model (the school-based model), (2) the employer-based model, (3) the home-based model, and (4) the residential-based model.

Written by national leaders in education, the papers in this report present various perspectives and dimensions of career education. Included are (1) "Career Education Now," and "Career Education: More Than a Name," by Sidney P. Marland, Jr.; (2) "The Career Cluster Approach in Secondary Education," by Dale Parnell; (3) "Unifying an Entire System of Education around a Career Development Theme," by Edwin L. Herr; (4) "Career Education," by Gordon I. Swanson; (5) "A Careers Curriculum," by Keith Goldhammer; (6) "Career Education," by Frank C. Pratzner; (7) "Career Development: an Integrated Curriculum Approach K-12," by Louise J. Keller; (8) "Career Education: Career Awareness (K-6)"; (9) "Careers Education Centered Group Guidance for Secondary Schools (7-12)"; (10) "Career-Centered Curriculum for Vocational Complexes in Mississippi: an Exemplary Program"; and (11) "A Universe Model of Occupational Education for Pikeville, Kentucky." Introductory and concluding analyses by the authors complete the collections.

Herr, Edwin L., and Cramer, Stanley H. Vocational Guidance and Career Development in the Schools: toward a Systems Approach. Boston, Mass.: Houghton Mifflin Company, 1972.

Vocational guidance and education have been interdependent in the past and will be in the future. This book gives an overview of current research and theory on career/vocational development, the current occupational structure in the U.S., and gives an in-depth treatment of the application of a systems approach to the interaction of varied resources, student characteristics, and guidance strategies at different educational levels. Other areas treated include vocational guidance as treatment, measurement and information as counseling and group work support, cooperative links among educational agencies at different levels, and factors and strategies influencing change.

This book should be of great value to anyone involved with vocational guidance.

Junkins, Francis P. Questioning Strategies and Techniques. Boston, Mass.: Allyn and Bacon, Inc., 1972.

Operating from the premise that there is a lack of sufficient material available to teachers who want help formulating creative questioning strategies, this book is intended to provide teachers as well as students with tools for increasing their skills in effective question-asking. The book is organized to give the reader a good working knowledge of inductive strategies and an ability to apply them to one's particular program. Chapter 1 discusses the importance of questions to the discovery curriculum and the current educational scene. Chapter 2 presents an outline of Bloom's Taxonomy and gives examples of types of questions directed at each level. Chapter 3 presents guidelines for developing effective questions. Chapter 4 presents a variety of questioning strategies designed to achieve different results. Chapter 5 offers the reader different methods for evaluating the effectiveness of question-asking behaviors. Chapter 6 discusses the effects that using the questioning strategies will have on both the teacher and the student. An appendix lists major research studies dealing with questions and questioning techniques.

Kroll, Arthur M., et al. Career Development: Growth and Crisis. New York: John Wiley Company, 1970.

Although the title of this work implies a general treatment of career development, the process of decision-making is the dominant theme. It includes useful discussions of such topics as models of decision-making, research on the teaching of decision-making, and individual coping styles. An especially interesting section is devoted to decision-making in the career crisis of losing a job.

This book should appeal to a broad spectrum of the educational community--vocational guidance counselors, school psychologists, teachers, and curriculum specialists.

Law, Gordon F., ed. Contemporary Concepts in Vocational Education. The First Yearbook. Washington, D.C.: American Vocational Association, 1971.

Prepared to serve as a resource manual for educators as well as informative reading for the general public, this first yearbook explores a wide range of views, topics, and trends of current importance in the field of vocational education. The authors were particularly concerned with the philosophy of vocational education as expressed in the declaration of purpose of the 1968 Amendments. Chapters include (1) philosophical aspects of vocational education; (2) equipping all persons for a productive life; (3) people, jobs and the vocational education curriculum; (4) comprehensive research and planning and vocational education; (5) schools, programs and systems: the delivery of vocational education; (6) a new perspective for education; (7) cooperative education and other forms of school-community involvement; (8) the professional development of vocational educators; (9) the economic role of vocational education; and (10) evaluation, accreditation and accountability in education.

Ober, R. L., et al. Systematic Observation of Teaching: an Interaction Analysis Approach. Englewood Cliffs, N.J.: Prentice Hall, 1971.

This how-to-do-it book presents a system for teacher self-improvement through increased awareness of and control over the teacher's own behavior. Included are complete instructions for using two interaction analysis systems devised by the authors, although the basic procedure is applicable to any such system.

The wide applicability and useful instructions of this book make it suitable for all teachers interested in improving their teaching.

Occupational Outlook Handbook. 1970-71 ed. Washington, D.C.: Bureau of Labor Statistics (DOL), 1970.

Developed for counselors and students, this handbook contains descriptions and occupational trends of over 700 occupations which are categorized according to (1) professional and related occupations; (2) managerial occupations; (3) clerical and related occupations; (4) sales occupations; (5) service occupations; (6) skilled and other manual occupations; and (7) occupations of major industries. Included in the descriptions are nature of the work, places of employment, training, qualifications, advancement, employment outlook, earnings, working conditions, and sources of additional information. Several introductory chapters tell how the handbook is organized, give suggestions for supplementary information, and describe some of the most important occupational and industrial employment trends. Additional technical information is appended and an index to the occupations and industries is included.

Peters, Herman J., and Hansen, James C., eds. Vocational Guidance and Career Development: Selected Readings. 2d. New York: Macmillan, 1971.

The 1971 edition of this excellent source book of readings is one of the first references to reflect the new concerns and perspectives of vocational guidance and career development. It is designed to give counselors and counselors-in-training a condensed survey of the work of the best-known leaders in the field. The anthology contains over forty articles dealing with concepts of work, theories of vocational guidance, guidance procedures, vocational development, and new chapters on guidance and career development of the disadvantaged, women, and continuing needs in adult vocational guidance and career development. Each unit contains a useful bibliography.

Rhodes, James A. Vocational Education and Guidance: a System for the Seventies. Columbus, Ohio: Charles E. Merrill and Company, Inc., 1970.

Considered the "Bible" of career education in Ohio, this book is indeed prophetic in its critique of contemporary schools. It scores schools for high dropout rates that Rhodes says reflect the irrelevance of the curriculum, especially to poor youth, and condemns the traditional counselor emphasis upon the college-bound youngster.

The Rhodes prescription is a series of curriculum-based experiences designed to give the student a broad exposure to clusters of occupations, as well as a way to test student interest in some of those occupations. The sequence of experiences moves from exploration in elementary school to orientation in the middle school, exploration through the practical arts in grades nine and ten, and occupational choice and placement in grades eleven and twelve. Not always specific about how these goals are to be achieved, Rhodes nevertheless does stress experiences (the "hands-on" concept) and integration of these experiences into the curriculum (for example, guidelines for grades nine through ten require a minimum of 270 hours of vocational exploration during the two years).

Although there appears to be a commitment to merging vocational and college preparatory programs (as well as technical programs, which Rhodes sandwiches between the two), the book is not clear on how this is to be done. Despite what appears to be an insistence that all students take an updated and renovated kind of career education, the program looks very much like the traditional vocational education activities, given a new (and persuasive) rationale, purged of irrelevancies (such as workshops featuring construction of birdhouses), and held to accountability (placement of all students in jobs, college, or postsecondary training).

Rhodes' book should be of great interest to the general public; however, curriculum specialists, teachers, and guidance counselors--those charged with the "how-to-do-it" of daily school life--should find Rhodes' lack of specifics very frustrating.

Sarason, Seymour B. *The Culture of the School and the Problem of Change*. Boston, Mass.: Allyn and Bacon, 1971.

The book includes the following chapters: (1) "The Plow of the Books," (2) "The School and the Outsider," (3) "University and School Cultures," (4) "The Modal Process of Change: a Case Report," (5) "The Modal Process of Change: an Example from the University," (6) "Programmatic and Behavioral Regularities," (7) The Ecological Approach," (8) "The Principal," (9) "The Principal and the Use of "The System," (10) "The Teacher: the Role and Its Dilemmas," (11) "The Teacher: Constitutional Issues in the Classroom," (12) "The Dewey School," (13) "The Problem of Change," (14) "The Basis for Hope." The author attempts to discern overt behavioral and programmatic regularities within the school culture and to analyze the model process of change within this context.

This source may be of value to administrators and teachers concerned with general change in educational systems.

Stadt, Ronald W., et al. Managing Career Education Programs.
Englewood Cliffs: Prentice-Hall, Inc., 1973.

This book is directed toward outlining sound management procedures for developing and implementing career education programs. It is intended to provide managers of programs directed toward preparation for career entry and progression with timely and practical ideas in planning, leadership, motivation, communication, etc. Well-organized chapter topics such as "Objective Program Management"; "Planning"; "Leadership Styles and Patterns"; "Motivation and Morale"; "Communications"; "Information Systems"; and "Information Sources" represent priorities identified for effective career education programs. The chapter entitled "Communications" includes many sources for professional consultants in the area of communications; similarly, "Information Processing Systems" and "Information Sources" provide many valuable functional resources for the program manager. Each chapter includes a brief summary, case studies, an analysis for each plus related activities, a supplemental list of things to do as well as a bibliography of additional readings.

This source is designed for utilization by members of a broad-based career education community; it can be useful for training career education personnel, or for reference purposes by directors and supervisors in schools and colleges, business, industry, government, MDTA, Job Corps, OEO, professional development personnel, public school administrators, proprietary school directors, college students, and the like.

Super, Donald E., and Bahm, Martin J. Occupational Psychology.
Blemont, Calif.: Wadsworth Publishing Co., 1970.

This book brings together information which psychologists have learned about occupations and careers, and is directed toward an undergraduate professional education curriculum with emphasis on revealing a behavioral and occupational psychology as a science. Some sections in the book deal with "What is Occupational Psychology?"; "Individual Differences"; "Psychological Basis of the Division of Labor"; "Career Development," and "Vocational Guidance and Counseling." The concern of the book is to examine the concept of careers and the importance of a developmental approach to occupational psychology as well as a differential approach--leading to knowledge not only of matching men and jobs, but to an understanding that helps in guiding human development and facilitating self-actualization. Applications of occupational psychology are considered in terms of personnel work and vocational counseling in industrial and educational institutions.

Thomson, Frances C., ed. The New York Times Guide to Continuing Education in America. Prepared by the College Entrance Board. New York: Quadrangle Books, 1972.

This encyclopedic source book is an educational first, aimed at a growing constituency--adults who seek opportunities in education as a lifetime process. Recognizing the growing acceptance of this concept of education, the College Board undertook this project to collect comprehensive information on courses and programs available. The resulting handbook lists offerings in 2,281 accredited institutions. It also contains information on how to get a high school equivalency certificate, how to secure college credit through the College-Level Examination Program, how to study by correspondence, how adults learn, a section on accreditation, and a section on how to make use of the book.

The wide range and comprehensive scope of this work make it a necessity for all Continuing Education specialists.

Venn, Grant. Man, Education, and Manpower. Washington, D.C.: American Association of School Administrators, 1970.

This book is primarily concerned with career education in the secondary schools. It suggests many innovative local- and state-level manpower policies designed to implement a goal of career orientation, rather than "secondclass" vocational education. Venn scores the federal manpower programs of the sixties for bypassing educational institutions, "those best able to develop new skilled and technical manpower," and concentrating on remedial programs. The end result, he feels, is that the decade ended with almost as large a pool of disadvantaged and unskilled workers as it began with. He contends that the prevailing concept of vocational education--one "designed for somebody else's children"--fails either to provide an education or to train skilled workers. He suggests new roles for schools, year-round operation, and grass-roots approaches to manpower planning.

This book should be a source of enlightenment to every concerned school administrator.

Weigand, James, ed. Developing Teacher Competencies. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

In an attempt to reform the act of teaching, this book presents eight programmed instruction formats written by experts in various fields. The purpose of these program formats is to aid the teacher in viewing teaching as a science, ultimately increasing the competency level of teachers and establishing positive learning conditions. These formats include (1) assessing intellectual development stages of children, (2) formulating performance objectives, (3) developing question asking skills, (4) developing a competency for sequencing instruction, (5) developing a competency for evaluation in the classroom, (6) recognizing and assessing creativity, (7) developing teacher competencies in interpersonal transactions, and (8) assessment of teacher competencies. An index is included.

The specific nature, yet broad scope of this document suggests its use for all educators, particularly teachers familiarizing themselves with performance-based competencies for the first time.

Wilhelms, Fred. What Should the Schools Teach? Bloomington, Ind.: Phi Delta Kappa, Educational Foundation, 1972.

With the exception of a few basic subjects which still need to be taught in every school situation, it is possible for a wide range of freedom in choosing the necessary teaching requirements of specific schools. Surprisingly few particular pieces of knowledge and skill must be mastered by everybody in the same form. Generally, what is truly essential is some big goal, and there may be many different ways of reaching that goal. The author uses these last two statements as guiding principles for decision-makers who must decide school curricula. There are four major purposes to the whole school program: offering a career education, living with the great technology, developing effective citizenship, and promoting personal fulfillment.

The information may be of value to educators in curriculum planning.

Wiman, Raymond V. Instructional Materials: an Illustrated Handbook of Ideas, Skills and Techniques for Producing and Using Audiovisual Materials. Worthington, Ohio: Charles A. Jones Publishing Co., 1972.

This book is an illustrated handbook of ideas, skills, and techniques for producing and using audiovisual materials. Its purpose is to offer practical information about photography, transparency production, lettering, drawing, bulletin boards, dry mounting, and many other devices. The information is presented in a non-technical visual-verbal format. Some of the chapters are (1) "Bulletin Board Ideas"; (2) "Paper Sculpture"; (3) "Lettering"; (4) "Chalkboard Skills and Techniques"; (5) "Enlarging and Reducing Drawings"; (6) "Overhead Transparencies"; (7) "Thermocopy Processes"; (8) "Felt, Flannel, and Magnetic Boards"; (9) "Dioramas"; (10) "Electric Boards"; (11) "Passe Partout

Framing"; (12)"Silk Screening"; (13)"Photography and Photocopy"; (14)"Audiovisual Equipment Operation." The primary objective of the book is to inspire teachers to develop and use skills to enhance and facilitate learning for their students. A comprehensive bibliography of resource materials related to media is included.

Woodring, Paul. Who Should Go to College? Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1972.

The book explores the alternatives and searches for the answer to three questions: (1) how many young people today need higher education as a background for the kinds of vocations in which they are likely to be engaged during their working lives; (2) how many want, need, have the capacity for, and are sufficiently motivated to pursue truly liberal higher education without related vocational goals; and (3) for how much formal schooling beyond high school are the American people both able and willing to provide adequate financial support? Chapter titles are "The Problem," "The Open Door," "The Vocational Goals of Higher Education," "The Liberal Goals of Education," "Paying the Cost," "Who Should Go to College." It is argued that institutions of higher education should be open to all adults, whether they decide to enter college at the age of twenty-one, thirty, or later. Further, it is in everyone's interest that no one should be in college who does not want to be there.

The information may be of interest to educators and counselors responsible for guiding students in career choices.

The World of Construction. Industrial Arts Curriculum Project. Columbus: Ohio State University, Research Foundation, 1970.

This textbook for junior high school students encompasses concepts found in construction, and together with a teacher's guide and two laboratory manuals constitutes the first part of a two-year integrated program in industrial technology. This and the second year course in manufacturing were developed under a contract from the Office of Education. The material was written by professionals in the construction field and is intended to help students view the construction world with greater understanding, appreciation, and insight. Sample topics included in the ninety-seven are (1) applying technology to people, (2) surveying and mapping, (3) designing and engineering construction projects, (4) estimating and bidding, (5) building superstructures, (6) installing electrical communications systems, (7) financing and contracting, and (8) city and regional planning factors. Extensive use is made of pictures and drawings for illustrations.

The World of Construction, Laboratory Manual, Semester 1. Industrial Arts Curriculum Project. Columbus: Ohio State University, Research Foundation, 1970.

The first semester laboratory manual provides activities for junior high school students which reinforce construction concepts presented in the textbook and the accompanying teacher's guide. Each of the seventy-three activities includes a stated objective and procedures for carrying out the activity with drawings, charts, and pictures provided when necessary. Sample topics include (1) applying technology to people, (2) surveying and mapping, (3) designing and engineering construction projects, (4) estimating and bidding, (5) building superstructures, and (6) building frames.

(Parts of Books)

Borow, Henry. "Career Development: a Future for Counseling," in William H. Van Hoose and John J. Pietrofesa, eds., Counseling and Guidance in the Twentieth Century: Reflections and Reformulations. Boston: Houghton Mifflin, 1970.

This succinct and thoughtful analysis of counseling yesterday, today, and tomorrow is an outstanding contribution to the literature of career guidance. Borow sketches the major conceptual models of guidance and pinpoints major deterrents to improvements in its practice. These deterrents are (1) the process of professionalization, which tends to build in resistance to suggestions for change from the outside; (2) the insulation of the counselor from other personnel and functions of the school; (3) the reluctance of the counselor to deal forthrightly with helping students develop mature attitudes and values; (4) lack of success with disadvantaged students; and (5) overloading counselors with semiadministrative chores.

Borow's view of the future is that the curriculum is the key to change in fostering educational and career development. His concept of the optimal contribution of the counselor is less as "institutional conformist" and more as "benign interventionist."

Samler, Joseph. "Psycho-Social Aspects of Work: a Critique of Occupational Information," in Herman J. Peters and James C. Hansen, eds., Vocational Guidance and Career Development: Selected Readings. 2d. New York: Macmillan, 1971.

Samler criticizes available occupational information resources for their "one-dimensional portrayals" of the "economic man." He finds this emphasis running through both government publications such as the Dictionary of Occupational Titles (32) and the Occupational Outlook Handbook (40), and commercial guides. Information should address the "psychological man," he feels, and should deal with the worker's role, the exercise of his values and attitudes, patterns of interaction with others, and the way in which his total personality needs will be met.

It is noteworthy that this article first appeared in 1961 in the Personnel and Guidance Journal, vol. 34, no. 6, but was considered still timely in 1971 when Peters and Hansen compiled this anthology.

Vocational counselors should be familiar with Samler's theories; occupational information specialists should label this reading a "must."

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DISSERTATION ABSTRACTS

Abolfotouh, Zahrre. "A Study of the Relationship between Student Attributes, Alienation, and Educational Progression of Adult Basic Education Participants," Dissertation Abstracts, 31:9 (March, 1971), p. 4441-A.

Many adult learners at a basic literary level participate in formal educational activities on a temporary basis. The purpose of this study is to investigate the relationship between student attributes, the attitudinal variable of alienation, and educational progression of adult education participants.

A questionnaire, a scale to measure alienation, and the Adult Basic Learning Examination achievement tests were used to test 128 OEO students in the Mississippi Delta.

Conclusions of the study include (1) most observable attributes of adult basic education students have little or no effect on the magnitude and direction of the educational changes made by students; (2) intellectual functioning at the basic or literary level is not associated with alienation as measured in this study; (3) dropout rate is affected by some of the attributes which adult students possess and demonstrate, though these same attributes have little effect over the magnitude of educational change.

The study is of interest to educators planning continuing adult education programs.

Adams, Doris Hill. "Designing a Model, with Emphasis on Factors Related to Participation, for the In-Service Education of Teachers of Disadvantaged Adults," Dissertation Abstracts, 33:7 (January, 1973), p. 3240-A.

This study focused on the development of an organizational model for an in-service training program for teachers of disadvantaged adults in a middle Georgia school system, placing emphasis on the importance of understanding the causal factors that lead to participation. Information was obtained from three sources: information from teachers and students about factors that cause

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the students to participate in adult basic education classes, and information from school administrators concerning essential administrative services. The information obtained was incorporated in a model of six steps involved in organizing and conducting the in-service education of teachers of disadvantaged adults.

The six steps are establishing essential administrative supportive services, establishing needs of teachers, establishing objectives, establishing course content, establishing methodology, and establishing outcomes. Suggested activities are discussed to implement each of the six steps.

Adams, Richard N. "Continuing Education for Technical College Graduates," Dissertation Abstracts, 33:4 (October, 1972), p. 1399-A.

The purpose of this research was to determine the need for a program of continuing education geared toward updating of graduates of the Clark Technical College and to identify the characteristics of a viable program to meet their needs.

There are a number of graduates who need continuing education or would like to improve their accessibility to new knowledge. There are graduates who need a program of continuing education available to maintain their contemporary technical knowledge and to receive consideration for a promotion. The employers of the graduates perceive a need for the college to develop a program of continuing education even though most of the continuing education being currently utilized by the graduates is provided by the employers. Programs of continuing education are needed in the newest technological developments and in managerial practices.

Teacher educators, teachers, administrators, curriculum specialists and various businessmen engaged in the career education movement may find this information helpful.

Adenika, Frederick B. "Analysis of a Model of Criteria for Planning and Implementing Continuing Education Programs for Pharmacists; United States, 1969," Dissertation Abstracts, 31:9 (March, 1971), p. 4399-A.

Twenty criteria embracing ten major areas of planning and implementation for continuing pharmaceutical education programs were mailed to 74 directors of continuing pharmaceutical education in colleges of pharmacy through the United States, in hopes that significant guidelines in planning and implementing future programs for pharmacists could be developed.

Seventeen of the criteria generated agreement at the .05 percent level and are assumed to be important in the planning and implementing of continuing pharmaceutical programs.

A few of the judgments include each single program should maintain content unity, but it is desirable to consider different subject matter in total program planning; multi-media delivery techniques enhance the effectiveness of instruction; correspondence courses should be used to augment regular programs, etc. The study is valuable for educators responsible for continuing pharmaceutical education.

Adenika, Thelma, "Evaluation of the Conference Workshops Technique for Preparing Prospective Teachers for Multi-Racial Classrooms," Dissertation Abstracts, 31:9 (March, 1971), p. 4590-A.

The problem of the study was to evaluate the effectiveness of the conference workshop as a technique for producing significant changes in the information acquired by undergraduate prospective teachers about the educational requirements of culturally different and economically disadvantaged children.

A pre-test, post-test method was used on sixty-two Florida undergraduates in a workshop.

Some of the six listed findings include (1) some cognitive gains in objective information, and (2) participants reported being sensitized to the causes of cross-cultural and interracial conflict, as well as misperceptions in the classroom and their effects on learning.

The study is of interest to educators responsible for staff development with special emphasis on mixed racial situations.

Adrian, Joseph. "Vocational Preferences of Public School Special Class Students," Dissertation Abstracts, 32:3 (September, 1971), p. 1367-A.

Vocational educators charged with developing vocational curricula for the mentally retarded should benefit from familiarity with the results of this study. Information on the occupational and vocational interests of the low intelligence student is most limited. This study indicates that the special education student is highly realistic about his vocational expectations and expresses interest in the following fields (ranked in order of preference): (1) structural trades, (2) machine trades, (3) bench trades, (4) service, (5) farming-fishing-forestry, (6) clerical and sales, and (7) processing.

Alden, Dale E. "The Relationship of Selected Biographical, Cognitive, and Value Orientative Variables to Stability in Counseling Careers and Persistence in Formal Education," Dissertation Abstracts, 31:9 (March, 1971), p. 4446-A.

The study was designed to determine relationships between selected biographical, cognitive, and value orientative variables to stability in counseling careers and persistence in formal education as they applied to 120 former enrollees in three short-term NDEA summer institutes in guidance and counseling held at the University of Pittsburgh during 1960, '61, and '62.

Profiles using the selected personal data were constructed to typify the career choices of the counselors after the institutes. The study is of interest to guidance counselors and educators interested in factors affecting career decisions in adult education.

Allen, Charles. "A Study of the Street Academy Program in Pittsburgh," Dissertation Abstracts, 31:9 (March,1971), p. 4400-A.

This study examines the rationale, design, and procedures of the Street Academy Program in Pittsburgh and its efforts to recruit, remotivate and educate dropouts from the conventional and private schools. The study points to some basic differences which exist between the traditional public and private secondary schools and street academies. Students' stated reasons for dropping out of the educational mainstream are given. A questionnaire was developed and the data is reported in the study.

Relationships with faculty and involvement in decision making seemed to stand out as the most important differences between the street academy and students' previous schools. Students valued situations which permitted teachers and counselors to know each student as an individual. The data provides an empirically-based conceptual framework for persons interested in setting up new street academies or other educational programs. The study also provides implicit recommendations for improvement of existing educational programs.

Amatea, Ellen Sherlock. "A Study of the Effects of a Career Planning Program for College Women," Dissertation Abstracts, 33:10 (April, 1973), p. 5485-A.

The purpose of the study was to conceptualize and develop a short-term group planning program for college women. A secondary purpose of the study was to evaluate the effects of the program by examining the program participants' career planning behavior prior to and following the completion of the program in terms of five specific dimensions: (1) level of knowledge, (2) attitudes regarding the career role and the implementation of such attitudes in their career plans, (3) understanding of the general nature of the career development process and implementation of that understanding in specific career planning, (4) level of career planning activity, and (5) expectations and attitudes about the career planning program.

The career planning program was implemented during a three-week period with a group of eight Florida State University women. This group demonstrated a significant increase in level of knowledge and understanding about the career development process following participation. Their attitudes about the career role did not significantly change after the program as these attitudes had originally been extremely positive.

Amoss, William S. "The Use of School Records in the Identification of Juvenile Delinquents," Dissertation Abstracts, 31:9 (March, 1971), p. 5115-A.

This study explored the possibility of utilizing student grade school records to determine possible juvenile delinquents. Many factors, including age, race, absenteeism, number of grades repeated, general intelligence, and others were analyzed to determine whether they could predict juvenile delinquency.

Although the study indicates that this type of analysis cannot safely be used to make individual predictions, it did indicate that two variables contributed to over 50 percent of the discrimination. For boys, this determinant was grade point average and classroom behavior. For girls, this determinant was situations in the home environment. It seems, therefore, that male juvenile delinquency is closely related to the school situation and female juvenile delinquency is closely related to the home situation.

This study should be of interest to guidance counselors, school psychologists, and educators charged with meeting the special needs of delinquent youth.

Anderson, Lowell D. "A Comparison of the Professional Attitudes of Active Industrial Education Teachers to Those Who Leave the Profession," Dissertation Abstracts, 30:12 (June, 1970), p. 5314-A.

This study should be of interest to teacher educators, for it compares the professional attitudes of Michigan's active industrial arts teachers with those who leave the profession.

Statistical analysis of the data from the test instrument revealed significant conclusions. The most common reasons for leaving the teaching profession were found to be salary, inadequate

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commitment, falseness of the school situation, and insecurity of employment.

Anthony, William P. "A Study of the Effectiveness of Public Post-Secondary Vocational-Technical Education in Preparing Graduates for the Labor Force," Dissertation Abstracts, 32:3 (September, 1971), p. 1154-A.

The purpose of this study was to determine whether post-secondary technical education leads to successful employment in the labor market.

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Eighty-three graduates of Columbus Technical Institute (CTI) were compared with eighty-five Columbus Public High School graduates who entered the labor force upon completion of their high school training.

The results indicate that vocational-technical education does result in significantly higher occupational levels, higher degrees of geographic mobility, and less frequent unemployment. This study should be valuable to vocational-technical directors and administrators as well as to local leaders in business and industry.

Atwood, Alvin R. "A Study of Student Personnel Services Available in Colleges of the Church of the Nazarene in the United States with Certain Recommendations for Improvement," Dissertation Abstracts, 31:9 (March, 1971), p. 4402-A.

A survey was developed to investigate the existing student personnel services in colleges of the Church of the Nazarene and to record recommendations from administrators for improvement of these services.

Two of the conclusions are of interest to those involved in career education as it relates to entry and exit from college: 1) the majority of the nine Nazarene colleges do not consider orientation courses necessary for student adjustment to college life; 2) the majority of colleges do not provide adequate guidance or job placement services for students. Administrators did express concern to improve student personnel services.

Ball, Howard George. "A Congruency Study of the Training Needs of Middle Management in Department Stores as Perceived by Post-Secondary Marketing Educators and Businessmen in the Department Store Industry," Dissertation Abstracts, 31:11 (May, 1971), p. 5653-A.

This study should be a useful aid to those educators charged with developing effective marketing and mid-management programs. After

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surveying many management personnel in the department store industry and post-secondary marketing educators, several conclusions were reached. First, it was concluded that reasonable agreement exists between the managers and educators on the skills, knowledge, attitudes, and behaviors needed by successful mid-management personnel. Second, only moderate agreement exists on how best to attain these skills and behaviors. Third, managers and educators need to agree on the areas which need to be resolved before more effective mid-management programs may result.

Bank, Ira Mayer. "The Effect of Career Word Games on the Vocational Awareness of Selected Third and Fifth Grade Students," Dissertation Abstracts, 32:1 (July, 1971), p. 167-A.

The research was developed to determine the vocational awareness and vocabulary of elementary school youngsters. A secondary purpose was to determine whether Career Word Games would enhance vocational awareness and vocabulary.

The study concluded that there has been a lack of research regarding the vocational awareness of elementary youngsters and a corresponding lack of materials available for increasing vocational awareness. Career Word Games were found to be an effective technique for integrating career guidance and curriculum. Teachers and curriculum specialists will appreciate the innovative methodology provided by Career Word Games.

Barbee, Joel R. "Job Interview Training for the Disadvantaged Using Techniques of Behavior Modification and Videotape Feedbacks," Dissertation Abstracts, 33:1 (July, 1972), p. 564-A.

The purpose of this study was to determine the relative effectiveness of different programs to improve job interviewing skills of disadvantaged persons.

Subjects were selected from three manpower agencies providing training to disadvantaged persons. There were three experimental groups. One group was given a simulated job interview and shown the videotape of the interview and given another interview. Another group was given the same training as the first, but between first and second interview, this second group received more training using behavior modification techniques. The third group received no training between their two interviews.

Differences between the first and second interview for the three groups were analyzed using analysis of variance and test techniques.

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The analysis revealed that the first group which had seen their own videotaped interview did not vary significantly from the third group of interviewees who received no training; however, the second group of interviewees did show significant improvement over the third group.

The results of this study suggest that videotape feedback combined with behavior modification techniques could be useful in changing interviewing behavior of disadvantaged persons.

Barton, William. "A Hypothetical Model for an Optimum High School Practical Arts and Vocational Education Program," Dissertation Abstracts, 32:2 (August, 1971), p. 851-A.

Virtually every educator involved in planning, implementing, and assessing career education in the high schools should familiarize himself with Barton's report. The data for this study were obtained in three ways: review of the literature on teaching vocational education; contact with exemplary, innovative vocational education programs; and review of the findings by vocational education administrators.

Barton reasons that an optimum secondary school vocational arts program should include flexible modular scheduling, day and evening classes, on- and off- campus classrooms, course credit based on performance objectives, teachers with academic and work experience qualifications, in-service teacher training, "micro"- and "mini"-length courses, and other innovations.

Bartsch, Karl. "The Effectiveness of Small Group vs. Individualized Procedures for Teaching Occupational Information-Gathering and Career Decision-Making Skills to College Students," Dissertation Abstracts, 30:11 (May, 1970), p. 4763-A.

The purpose of this study was to describe and test a teaching-learning procedure in career planning at the college level. The subjects for the study were University of Oregon undergraduates enrolled in a course entitled "Career Analysis" and divided into four course sections: 1) an experimental small group section, 2) an individualized section with personalized assignments, 3) an individualized section with impersonalized assignments, and 4) a no-treatment control group.

The most impressive finding of the study was that the small-group teaching-learning situation with a heavy emphasis on role-playing enabled students to gather significantly more accurate, specific, and comprehensive information than the other groups. The study's conclusions have relevance for teachers and curriculum specialists involved in career education for college students.

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Bauer, Carl J. "A Study of the Effect that Participation in the Work Experience Program has on the High School Student," Dissertation Abstracts, 33:9 (March, 1973), pp. 4821-A - 4822-A.

Some of the following are included in a series of benefits (listed in the California Handbook on Work Experience) which students are expected to gain from enrollment in a work experience program: learning to assume responsibility, gaining knowledge and attitudes necessary for successful job performance, acquiring good work habits, learning how to get along with fellow workers and employers, developing personality and poise, developing an appreciation and understanding of the relationship between formal education and job success, and giving students who must work a feeling that their jobs have added importance.

The main purpose of this study was to determine whether or not the student objectives as stated in the Handbook are actually being achieved by enrollees in the program. Two recognized instruments, The Vocational Development Inventory and the Work Value Inventory, were used to meet this purpose.

All twelfth grade students enrolled in work experience for the first time were compared with selected twelfth grade students who had applied for work experience, but who for some reason had never actually completed their enrollment in the program. Bauer states that the conclusion for the main phase of the study must be that Work Experience Education students did not acquire the benefits or attributes claimed for the program in the Handbook to a significantly greater degree during the semester term than did those in a control group. Other sub-studies were also discussed in this dissertation and comments on the results were stated.

Beane, James A. "Teacher Decision Making and the Needs Approach," Dissertation Abstracts, 32:5 (November, 1971), pp. 2541-A-2542-A.

The purpose of the study was to determine what factors prompted teachers to use the emerging needs curricular approach in high school education.

Data were collected by questionnaires and interviews with high school teachers. Their responses were categorized according to experiences and perceptions which caused them to use the emerging needs approach. The emerging needs approach to education is generally absent from high school education, and yet it is effective in dealing with certain general education objectives. Teacher training should include an investigation of a broad range of educational approaches rather than one which is almost exclusively oriented toward subject matter.

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Beder, Harold Waldmar, III. "Community Linkages in Urban Public School Adult Basic Education Programs: a Study of Cosponsorship and the Use of Community Liaison Personnel," Dissertation Abstracts, 33:8 (February, 1973), p. 4040-A.

This study described and analyzed community linkage relationships exhibited by urban, public school adult basic education programs (ABE) in six selected cities. The main objectives of the study were (1) to add to the body of theoretical knowledge subsumed under the general category of organizational analysis and (2) to contribute to the development of more effective ABE programs by demonstrating how the community linkages they establish affect program practice. Two important aspects of linkage formation were focused upon: the cosponsorship of classes and the use of community liaison personnel. The author explains that in this study cosponsorship refers to the joint offering of ABE classes by an ABE program and a community organization, and liaison personnel are those employees of the ABE program specifically assigned to linkage formation activities.

Six ABE programs were selected for study. Interviews and observations of liaison personnel in the performance of their duties were the primary methods used to gather data. It was found that ABE programs purposely establish linkages because doing so enables them to satisfy organizational needs for enrolling and retraining students, focusing on specific target populations, reducing costs, and providing services supportive of classroom instruction. Organizations that linked with ABE programs did so in order to satisfy organizational needs. For organizations that offered ABE to their employees, basic education helped to reduce production costs and contributed to employee safety. For organizations that offered ABE to their clients, basic education served as an important adjunct to the organization's social mission.

It was found that the ABE director played a crucial part in the linkage process, because his administrative role within the ABE organization necessitated involvement with linkage formation. Implications for administrative practice in adult education were discussed in the concluding chapter.

Beed, Galer W., Jr. "Guidelines for an Internship Program in Industrial-Technical Teacher Education," Dissertation Abstracts, 31:3 (September 1970), p. 1107-A.

The major purpose of the study was to establish guidelines for an internship agreement in an industrial-technical teacher-education program involving the University of Arkansas and industry of the state.

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Some of the guidelines established are (1) an evaluation procedure, (2) functions and responsibilities of the coordinator, (3) nature and characteristics of the program, and (4) functions and responsibilities of an industry.

This study could serve well as a guideline in establishing internship programs in industrial-technical teacher education at any teacher training institution.

Benjamin, Ruby. "An Exploratory Field Study for a Cooperative Program between a Teacher Training Institution and a Community Hospital Utilizing Selected Clinics in the Preparation of Educational Personnel for Programs in Sex Education," Dissertation Abstracts, 31:7 (January, 1971), p. 3382-A.

The study is a description of a mutual assistance program between a teacher-training institution (Teachers College, Columbia University) and a community hospital (Lenox Hill Hospital, New York City). The study revolved around the idea that the hospital would involve teachers preparing to teach sex-education in the work of selected clinics of the hospital. The teachers in turn would aid the staff by furnishing patients with educational programs needed in sex education and self-maintenance of health.

A pilot study conducted in the Pre-natal Clinic indicated that the program was feasible and recommendations were made for programs involving other clinics in the hospital.

The study furnishes a practical example of utilization of community resources in career education and is of interest to program and curriculum developers as well as administrators.

Bennet, David. "Stimulating Vocational Exploratory Behavior through Use of Life-Career Studies," Dissertation Abstracts, 30:12 (June, 1970), p. 5251-A-5252-A.

Interested in developing new materials to aid students' vocational maturity and awareness, Bennet devised the Life-Career Studies in order to overcome the ineffectiveness of the printed-booklet, job-facts approach to career education.

A slide-audio show was developed,in order to widen a student's perception of a particular vocation. The show examined the lives of three people, all computer programmers. Because several people involved in one career were presented, students were exposed to a wide variety of working conditions, places of employment, psychological satisfactions and dissatisfactions, and life styles.

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When it is experimentally matched against traditional methods of teaching vocational awareness, the Life-Career Studies method appears to show no significant differences on a number of dependent variables; however, teachers should appreciate the Life-Career Studies method as a welcome innovation in career-education methodology.

Bensman, Charles J. "A Follow-Up Study of the 1967 Graduates of Joint Vocational Schools within the State of Ohio," Dissertation Abstracts, 30:9 (March, 1970), p. 3625-A.

The purpose of the study was to determine the post-high school occupational and educational endeavors of the 1967 graduates of three joint vocational schools in Ohio. The study covered six aspects regarding training and jobs of the graduates.

Based upon the findings of this study the following conclusions were reached: 1) students need to have opportunities to become familiar with various areas of work through visits to industry and business prior to selecting a vocational training program; 2) student guidance services offered in the joint vocational school were reported to be less than adequate; special attention needs to be given to the training, selection and assignment of counseling and guidance personnel for joint vocational school service; 3) graduates generally reported that joint vocational training programs had prepared them exceptionally well for full-time job assignments; and 4) high school vocational programs generally have not hindered entrance into two- and four-year institutions of higher learning.

The study could serve well as a guide in planning and developing more effective vocational education programs of similar scope at the secondary level. The information is of interest to teachers, administrators and guidance counselors.

Bernstein, Ruth Krugman. "A Pilot-Study of the Educational Needs of Non-Urban Women (Missouri) and a Proposal for an Extension Division Program to Meet these Needs," Dissertation Abstracts, 32:5 (November, 1971), p. 2379-A.

The dissertation deals with a pilot program undertaken in Jasper County, Missouri, to assist in the continuing education of women. As a result of the pilot study, a Woman's Education Center was proposed. Some of the guidelines for such a center are the following: (1) career exploration services should be provided for high school girls; mature women interested in entry into the labor force should be provided with evaluation of past experiences and programs preparing for employment; (2) a Center staff should be capable of assisting adults in determining their own objectives for learning; (3) paraprofessionals should be used to extend the energies of the professional staff; (4) the physical plant should contain adequate furniture and lighting, a child-care area, strong financial aids programs, and adequate library facilities; (5) educational institutions, community service groups, and volunteer agencies should be utilized; (6) lay-advisory boards and appropriate planning committees should assist in the planning of programs so that the Center remains a part of the larger community.

The dissertation would be useful to administrators and teachers involved in continuing education programs or urban and rural extension programs.

Bethea, Willard V. "Suggestions for Improvement in Public School Administration as Reflected by a Survey of Leaders in Business and Industry in the United States," Dissertation Abstracts, 30:12 (June, 1970), p. 5183-A.

The author of this study felt that an analysis of the attitudes of leaders in business and industry would help improve public school administration. The methods employed to arrive at the findings were extensive research of the literature and evaluation of a questionnaire distributed to over 300 leaders of the United States corporations.

Analysis of the data revealed the following: (1) business and industry as a whole profess an interest in education; (2) public school administration had not been particularly effective; (3) in enlisting their support, leaders in business and industry were not in agreement on the need of public education; (4) consistent attitudes were expressed by large as well as small corporation leaders; (5) leaders in business and industry felt that schools received adequate funds, but inefficiently disbursed the collected funds; (6) a consultant role will probably be played by business and industry in the future; (7) business and industry were not well-informed on the curriculum of the school; (8) leaders in business and industry can effectively aid the schools and at the same time increase their profits by doing so.

The author also presents several conclusions which should be of interest to career education administrators.

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Blake, Clarence N. "A Descriptive Analysis of the Adult Education Methodology and the Non-Threatening Approach to Adult Education as Practiced by the Institute of Lifetime Learning, Washington, D.C.," Dissertation Abstracts, (August, 1970), p. 600-A.

This study should be highly informative for adult and continuing educators, for it investigates the methodology, philosophy, environment, and facilities of the Institute of Lifetime Learning, a highly innovative adult education institution in Washington, D.C.

The educational programs of the Institute are directed toward elderly or retired adults. The philosophy of the Institute is "nonthreatening education," a philosophy practically achieved through short courses, no assigned homework, no tests, and use of the informal, seminar approach. The instructors are wholeheartedly in agreement with the nonthreatening education concept. The atmosphere and environment of the Institute are conducive to the education of older adults. It includes small classes, decorative student art work displayed on walls, soft music, an abundance of coffee and tea, carpeted floors, and a hospitality-reception area.

Blakey, Evonne F. "A Case Study of the Career Opportunities Program at Northeastern Illinois State University: Center for Inner-City Studies," Dissertation Abstracts, 33:6 (December, 1972), p. 2632-A.

This essay was conceived as a case study of the Career Opportunities Program (COP) at Northeastern State University's Center of Inner City Studies.

The COP was promulgated by the U.S. Department of Health, Education, and Welfare in 1967. It is a nationwide career development model based on the concept that the public education offered to children of low-income families can be improved in many ways by reaching into the neighborhood to enlist talented, dedicated adults to serve as educational auxiliaries. In the school library, as media specialists, in home-school counseling relationships--they contribute firsthand understanding of a student's needs and values.

The essay also attempted to isolate and focus upon the administrative and instructive features of COP as it has been put into effect at the Center for Inner City Studies during the years (June, 1970-June, 1972).

The researcher hopes that the study will prove to be valuable to federal, state, and municipal educational agencies, educational administrators, and COP participants and community residents.

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Blanchard, Elizabeth Yip Lee. "A Study Related to the Development of a Training Program for Paraprofessionals in California Community College Counseling Services," Dissertation Abstracts, 33:5 (November, 1972), p. 2096-A.

This study gathered data and compared professional opinions in order to identify appropriate assignments, selection criteria, training procedures, and supervision of paraprofessional personnel for community college counseling services. A related purpose was to develop guidelines for the appropriate utilization, selection, preparation, and supervision of paraprofessional workers.

The major findings of the study revealed that most of the paraprofessional assignments considered appropriate were those in the indirect helping relationship categories, and that the most favored training procedures combined seminar work with on-the-job training.

Recommendations from this study are the following: (1) there is a need for further study in this area; (2) studies of the paraprofessional's perception of utilization, selection, training, and supervision in counseling services are needed; (3) studies of students as affected by paraprofessional programs are long overdue; (4) a need for further study of selection criteria for paraprofessional personnel in counseling services is apparent.

Block, Rudolph C. "A Comparative Study of the Academic Performance and Success of Community College Graduates from Occupational and Transfer Programs Who Transferred to Four-Year Colleges and Universities in Michigan," Dissertation Abstracts, 31:12 (June, 1971), p. 6358-A.

This study has implications for administrators and teachers in two-year and four-year institutions of higher learning. Earlier studies tend to show that community college students who transfer to four-year baccalaureate colleges experience academic difficulties. Occupational and academic transfer students were the basis of comparison in this research project.

In this study there appeared to be no difference in the length of time it took the occupational transfer student to complete the degree program as compared to the academic transfer student. In fact, occupational and academic transfer students were found to be more similar than different. The study seems to justify Michigan's relatively open door policy among its senior colleges, universities, and community colleges.

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Boggs, Gerald E. "A Comparative Analysis of the Impact of Various Types of Curricula on the Vocational Success of School Dropouts," Dissertation Abstracts, 31:12 (June, 1971), p. 6338-A.

This study investigated three experimental methods for dealing with dropouts. The first method consisted of vocational training alone; the second method consisted of vocational training combined with academic training; the third method consisted of only academic training. Seven measures of vocational success were used to evaluate the subjects one year after completion of the training.

Evaluation of the data revealed that the combination vocational groups produced more favorable scores in terms of entry into the labor market, employment status, and number of days employed in the year following completion of the training. The results of this study have implications for career education curriculum specialists and teachers.

Bottenfield, Jack L. "Problems of Organizing Vocational-Technical Programs in Public Junior Colleges," Dissertation Abstracts, 31:6 (December, 1970), p. 2698-A.

Junior and community college administrators should benefit from a reading of this study which investigates the problems of organizing technical-vocational programs as viewed by junior and community college administrators in Illinois.

The findings indicate that the problems lie in the areas of faculty, equipment, facilities, students, accreditation, curriculum, finance, and program survey priorities. A detailed explanation of the findings and the author's conclusions are provided.

Brinkman, Fred J. "Analysis of the Characteristics of Selected Vocational Students with Implications for Guidance and Counseling," Dissertation Abstracts, 31:6 (December, 1970), p. 2803-A.

This study will interest adult education instructors and guidance personnel charged with meeting the needs of continuing education students. The purpose of the study was to determine the charateristics of an adult education student population and then assess the implications for guidance and counseling.

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Findings indicate that over two-thirds of the students enrolled in adult education courses in hopes of immediate benefits to present and/or future employment. Original choice of career for these students was overwhelmingly the job opportunities available, while the influence of counselors, teachers, and administrators was virtually negligible. Suggestions for further study and recommendations for improvement in the present ~~counseling~~ of these students are provided.

Brown, Marilyn K.B. "Student Services for Adult, Part-Time, Occupational-Technical Students in Selected Virginia Community Colleges," Dissertation Abstracts, 31:9 (March, 1971), p. 4452-A.

Purposes of the study were to determine: 1) the characteristics of adult students enrolled in occupational-technical areas at certain Virginia colleges; 2) student services considered essential by these students; 3) differences between expressed needs based on differences in characteristics of grouped students; 4) course instructor role in student services, and 5) guidelines for student services to meet expressed needs.

Mailed questionnaire were used. Conclusions of the study showed that the respondents were busy, practical individuals interested in conservation of time and effort, that occupationally inexperienced students required more extensive student services than experienced respondents, that respondents felt that the student services role of instructors should be limited to instructional and related career development activities, and that the lack of required courses in the evening was the most serious problem encountered by these students in their educational program.

The study is of interest to educators and administrators involved in planning continuing adult education programs.

Brown, Tyrus S. "Two Case Studies of Community Educational Programs: Planning, Organization, and Implementation," Dissertation Abstracts, 30:11 (May, 1970), p. 4709-A.

This study had a twofold purpose: (1) to investigate two Oregon communities and their methods for planning, organizing and implementing community-wide educational programs, and (2) to develop guidelines to facilitate the planning, organizing, and implementing of community-wide educational programs.

Lakepark and Riverside, two anonymous Oregon communities, were investigated, and it was found that Riverside's superior progress in community education programs was due to an administrative commitment to excellence in education, a mutually supportive

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relationship between school and community, the use of an inductive planning method, and the encouragement of innovation and change.

Brown further suggests that community-wide educational programs would be improved with the establishment of an "idea center" staffed by creative, innovative educators. The function of the "idea center" would be to collect and disseminate information, direct educational research pilot projects, implement community education programs, and establish model schools.

The study findings are of interest to administrators, teachers and researchers.

Brusasco, Marjori. "Work Content and Vocational Development in Novels Listed for Use in New York State Secondary Schools," *Dissertation Abstracts*, 30:9 (March, 1970), p. 3717-A.

The study examined an aspect of the secondary curriculum which forms the cultural climate for adolescents who are at a crucial stage in the formation of attitudes toward work and occupational choice and explored the implications of its content for vocational development.

Each of the thirty-five novels suggested by the *New York State Syllabus in English for Use in Grades Seven through Twelve* was read or reviewed at least four times. The principal character's career pattern, stage of vocational development, statements and thoughts about work itself, commitments, outcomes, and attitudes toward the possibility of occupational choice were recorded and compared with checklists to study the range of attitudes and values expressed.

It was found that the list as a whole presented a somewhat narrow view of work and occupational choice. The findings suggested that 1) wider concepts of work and occupational choice may be needed in the curriculum if secondary schools are to facilitate vocational development of students; 2) concepts of work found in the materials could be discussed in English classes as well as group guidance sessions; and 3) a study of novels to meet English curriculum criteria and to stimulate vocational exploration was suggested. The study also recommended further study on the impacts of these and other materials to determine their effect on attitude formation.

The study provides useful guidelines that might effectively be used by teachers, guidance counselors, and curriculum committees on the selection and utilization of materials to broaden and strengthen vocational development.

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Bryant, Nelson A. "A Study of the Curriculum Directors in Kansas Public Schools," Dissertation Abstracts, 31:10 (April, 1971), p. 5061-A.

Although the purpose of this study was to assess the characteristics of curriculum directors and schools employing curriculum directors in Kansas, the findings should be of interest to curriculum directors, administrators and teachers.

The method of investigation and summary of findings are detailed in the body of the dissertation. Conclusions based on the findings indicate that (1) the role, function, and duties of the curriculum director appear to be poorly defined; (2) since superintendents express curriculum development as their primary function, their attention should be directed towards implementing guidelines for the effective utilization of the curriculum director; (3) too much of the curriculum director's time is wasted in administrative detail; (4) in general, curriculum decisions are reached through a consensus of opinion of principals, teachers, and curriculum directors.

Budke, Wesley E. "Guidelines for the Development of Prevocational Education Programs at the Junior High School Level," Dissertation Abstracts, 31:9 (March, 1971), p. 4639-A.

The specific objectives of the study included the identification of important characteristics of existing prevocational education programs; the identification of unique and different approaches for initiating and conducting prevocational education programs; the synthesis of tentative guidelines which merit wide application for junior high school pre-vocational education; and the selection, refinement, and finalization of the guidelines with the assistance of a jury of experts.

Thirteen major program areas were identified nationwide. These were ranked in value by a jury of experts. The jury then selected seventy-four guidelines for program modification.

Several common characteristics of existing programs were identified, such as (a) programs utilized one-sixth of total student class time with occupational orientation; (b) they provided information concerning all skill levels of occupations; (c) they used something other than verbal discussions to provide this information; and (d) they emphasized both career orientation and exploration.

A trend away from the separate course approach and toward the interdisciplinary approach was in evidence. Thirteen areas important for program development are identified.

The study is of interest to educators involved in vocational and career education planning at the junior high level.

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Burton, Alan. "Lay Advisory Committees and Their Relationship to Occupational Education in the Community Colleges of New Jersey," Dissertation Abstracts, 33:10 (April, 1973), p. 5622-A.

This dissertation is an analysis of lay advisory committees for occupational education in New Jersey community colleges during the college year of 1970-71. It identifies the structure, organization and function of such committees and establishes guidelines for the development, functioning and improvement of such committees.

Data were collected by questionnaires and semistructured interviews. The validity and reliability of the instruments were demonstrated by a panel of six experts, a pilot study and a reliability check.

The advisory committees under study were shown to be sound in structure, organization and procedures; however, a number of committees revealed weaknesses in several important areas.

The guidelines evolving from this study dealt with these topics among others: formation and development of advisory committees, orientation of lay members, and evaluation of performance on the basis of community goals.

The dissertation would be useful to members of committees concerned with occupational education and to college administrators using community resources in occupational education.

Canady, Robert L. "Role Descriptors for Paraprofessionals in the Tennessee Public Schools: an Investigation of Perceptions at Various Professional Levels," Dissertation Abstracts, 31:5 (November, 1970), p. 2035-A.

Teacher educators charged with developing paraprofessional training programs should find Canady's studies quite helpful. Although he focuses on the Tennessee experience, his findings may have merit for the rest of the country. Regarding paraprofessionals, he studied existing practices, attitutes toward paraprofessionals, role expectations, and related factors.

Although 2,500 paraprofessionals had been employed in Tennessee schools and a majority of teachers had worked with one or more of them, only one-half the districts had written selection criteria, job descriptions, or role responsibilities. Over 90 percent of teachers and administrators were positive about the use of teacher aides. Significant differences regarding teacher-perceived role expectations of teacher aides are outlined in the study.

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Carr, Eva R. S. ." A Study of the Basic Issues Relating to Philosophy, Purpose, and Curriculum of Vocational Education and Their Utilization in the Development of Criteria for Evaluation of Vocational Education," Dissertation Abstracts, 31:8 (February, 1971), p. 4052-A.

The purpose of the study was two-fold. The first purpose was to identify several basic issues regarding the philosophy, purpose, and curriculum of vocational education. The second purpose was to develop statements of criteria related to the identified issues that were perceived to be valid and appropriate for use as a basis of evaluating vocational education programs in terms of philosophy, purpose, and curriculum.

Six basic issues were identified through a study of related literature. Eighteen statements were identified as appropriate statements to form the basis of evaluation instruments in the evaluation of philosophy, purpose, and curriculum of vocational education. This was accomplished through the use of a Q-sort technique utilizing opinions of an accredited jury.

Based on findings which verified the belief that there is basic agreement as to what are the basic issues in vocational education and that evaluative criteria statements based on identified issues can be developed from opinions of experts, the following conclusions were drawn and recommendations made. (1) Vocational education should be as concerned with the needs of people as with the needs of the labor market. (2) The curriculum of vocational education programs should be broad in nature to prepare individuals for clusters or families of occupations. (3) Vocational education should be an integral part of a comprehensive educational program, rather than be separated from other phases of education. The study has implications for career education in general as well as curriculum specialists, teachers of vocational education, and educational administrators.

Carson, James E. "The Effects of Programmed Instruction as a Supplementary Teaching Aid in Adult Basic Education at the Ohio State Reformatory, Mansfield, Ohio," Dissertation Abstracts, 31:9 (March, 1971), p. 4441-A.

The purpose of the study was to determine the effects of programmed instruction as a supplementary teaching aid in Adult Basic Education classes at the Ohio State Reformatory in reading and arithmetic. Lebanon Correctional Institution served as a control, and inmates at Mansfield Reformatory served as the experimental group. Significant differences were found in several areas.

Based on the findings, the study draws the following conclusions: (1) programmed instruction as a teaching aid can be effectively used in penal institutions; (2) when programmed materials are not overused, a high rate of motivation can be maintained in a penal setting; and (3) teacher-student relationships must be maintained in order that programmed instruction may be successful.

The study is of interest to educators dealing with continuing education in penal institutions and those interested in programmed instruction as a teaching strategy.

Carter, Irvin Lee. "In-Service Education and Innovation in Oklahoma Public Schools," Dissertation Abstracts, 32:5 (November, 1971), p. 2333-A.

The purpose of this study was fourfold: (1) to categorize those teachers who were involved in innovation; (2) to identify innovative practices; (3) to identify in-service activities teachers participated in; (4) to identify those in-service activities which prompted teachers to innovate in their classrooms.

Some of the findings were as follows: innovative teachers were mostly female; most innovative methods involved the use of educational media; the most used in-service activity was reading the professional journals. Five activities which prompted teachers to be innovative were in rank order: (1) summer institutes; (2) formal on-campus course work; (3) suggestions from supervisors or administrators; (4) workshops on college campuses; (5) extension course work.

This dissertation may indicate some directions for the ongoing education of teachers.

Carter, Robert T. "The Development of a Model for Career Education with Implications for a Local School System," Dissertation Abstracts, 33:9 (March, 1972), pp. 4713-A.

The purposes of this study were (1) to develop a systems model for career education that would facilitate implementation of a career education program in the Jefferson County, Alabama, School System, and (2) to provide a basis for change in the curriculum for grades one through twelve, including goals and objectives in career development for all students that would provide a sound data base of career information for them to make intelligent career decisions, with viable alternatives and procedures for meeting individual needs.

The author developed the model in this study on the premise that "career education is for all students and should begin with career awareness in the primary grades." He describes career education as being "not a substitute for 'vocational education' or 'college preparatory education,' but a blend of curriculum, institution, and counseling which offers viable alternatives for all students." This model is client-centered and requires participatory planning on the part of administration, teachers, counselors, parents , students, and community leaders; its program includes structuring required subjects to include units of career awareness and exploration to grades one through twelve.

Christensen, Barbara Anne. "The Availability and Nature of Employment Training Programs in Selected Businesses and Industries Located within the Metropolitan Spokane, Washington, Area during 1970," Dissertation Abstracts, 33:6 (December, 1972), p. 2830-A.

The purpose of this study was to investigate the availability and nature of employment training programs in the Spokane, Washington, area. A questionnaire, definition of terms, and cover letter were compiled, pilot tested, and subsequently mailed to 58 selected business firms employing over 100 workers in the Spokane, Washington, area.

After the data were tabulated and analyzed, several conclusions were apparent. (1) Although training was required and/or encouraged in 80 per cent of the companies that responded to the questionnaire, most of the training given to workers was of an immediate nature. (2) The higher the worker classification, the lower the job-introduction training given to the worker. (3) Although there were some jobs to which females would not have ordinarily been assigned, females were trained for considerably fewer jobs in the higher work classifications. (4) Few firms paid school fees for completed outside-the-company training or workers within all worker classifications. (5) Professional organizations and community colleges were the most common sources of outside-the-company training for workers within all worker classifications. The information in this study may be a helpful supplement for career counselors , program planners and others.

Christensen,Lee A. "Differentiated Staffing: Current Status and Implications for Education," Dissertation Abstracts, 31:9 (March, 1971), pp. 4408-09-A.

The study identified public schools presently using differentiated staffing as the means of staff organization, described the models being used at these schools, assembled the opinions of

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differentiated staffing held by teachers and administrators in the schools, and determined the organizational climate of the identified schools.

A questionnaire was mailed to fourteen schools positively identified as using differentiated staffing.

Data reveal that 1) study of differentiated staffing began as early as 1962, but first implementation was in 1966; 2)schools had studied differential staffing from one to six years prior to adopting it; 3) initial impetus usually came from administrators rather than teachers; 4) differentiated staffing models were put into operation in new or remodeled schools; 5) cost models have four steps of certified personnel with all levels engaged in classroom teaching; 6) most schools establish pay differentials on the basis of job descriptions; 7) most schools reported greater ease or no increased difficulty in recruiting teachers to work on differentiated staffs; 8) per pupil cost either remained the same or increased with differentiated staffing; 9) student, teacher, and community attitudes were mainly favorable.

The study could be of interest to career educators involved in developing staff organization in an education setting.

Clark, Ronald J. "Occupational Prestige and Vocational Choice," Dissertation Abstracts, 31:8 (February, 1971), p. 3864-A.

The purpose of this study was to examine the awareness of high school students regarding occupational prestige, and to examine how this awareness affected the students' expressed occupational choices.

The sample for the study included 80 percent high school students from inner-city, suburban and rural areas. All students were asked to rank twenty occupations on the basis of prestige and then asked to pick and rank the five most preferred occupations and the five most likely choices. The last two rankings represent fantasy choices and reality choices.

Spearman rank-order correlations, tests for significance of correlations and tests for significant differences between correlations were used in analysis of data.

Some of the significant findings were (1) high school students are very much aware of the prestige of occupations; (2) high school students generally rank occupations in a similar manner regardless of sex, age, place of residence or socio-economic class.

The study would be quite useful for the career counselor working with adolescents as well as counselor trainers, administrators of guidance programs and high school teachers.

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Coad, James R. "A Descriptive Survey of Teacher Aide Programs in Selected Cook County, Illinois, Elementary School Districts," Dissertation Abstracts, 31:6 (December, 1970), p. 2608-A.

This study outlined the objectives, organization, policies and procedures used for the implemention of teacher aide programs in Cook County, Illinois. The study should be of interest to teacher educators and paraprofessional supervisors alike.

Based on the findings, the author makes several recommendations for the effective utilization of the teacher aide. He suggests developing job descriptions, training plans, and evaluative criteria, involving teacher personnel in all aspects of planning and implementing the aide program, utilizing college and university resources for the training of teacher aides, and establishing a career development program for the in-service improvement of the teacher aide's effectiveness.

Collins, Rebecca Irene. "Guidelines for Community Occupational Surveys in Vocational Education," Dissertation Abstracts, 33:8 (February, 1973), p. 4051-A.

The primary purpose of this study was to develop a set of guidelines for making community occupational surveys. A secondary purpose was to check the extent to which recent community occupational surveys conformed to these guidelines.

Forty-two guidelines were developed pertaining to purposes, objectives, procedures, and techniques for planning, conducting, and reporting surveys. Twenty reports from a list of community occupational survey reports were selected and analyzed to determine how current practices conformed to the forty-two identified guidelines. The checksheet used to evaluate these survey reports may be used to evaluate community occupational survey reports or to guide a writer of a research report based upon a community occupational survey.

Findings revealed that the survey technique has become accepted by most communities as a practice essential to vocational guidance, evaluation, and long-range program planning. The needs within each individual community and the number of objectives depended on the scope and purposes of the survey.

Collins, Robert Wayne. "A Study of the Orientation of Public Community Colleges with Respect to Secondary and Higher Education," Dissertation Abstracts, 31:1 (July, 1970), p. 174-A.

This study documents relationships that have existed between secondary school and community college practices, using relevant

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studies, reports, and other printed material. The findings were that community colleges tend to be limited by their similarity to public high schools in organization, staff preparation, control and governance patterns. The author recommends that community colleges sever all structural ties with public schools, set up procedures involving faculty and students in planning and governance and develop new, distinct staff preparation and administrative structures for the unique functions of community colleges.

This is a very appropriate study for community college personnel involved in career education. The development of autonomy on this level could coincide with the development of unique, innovative, career education programs.

Conroy, William G., Jr. "An Investigation of Alternatives to Improve Attitudes of Junior High School Staff Members toward Vocational Education in the High School," Dissertation Abstracts, 30:11 (May 1970), p. 4799-A.

All educators involved in aspects of career education should find Conroy's study enlightening. A major assumption underlying the research was that the favorable attitudes of staff members are crucial to a successful vocational-technical program. Specifically, the study sought to investigate the attitudes of junior high teachers toward vocational education and to suggest alternatives designed to improve any negative attitudes.

The study resulted in many findings. Several of them suggest that (1) junior high school teachers generally have favorable attitudes toward vocational educational; (2) vocational education was not felt to be an accepted avenue of training for the academically gifted; (3) vocational occupations were not felt to be as socially acceptable as other forms of employment; (4) vocational education teachers were found to have a professional inferiority complex, perceiving that the attitudes of other staff members were less favorable toward vocational education than they were actually measured to be. The study contains information relevant to staff development efforts.

Crandall, Nelson D. "Relationship of Teacher Aides and Teacher Behavior in Selected Areas," Dissertation Abstracts, 31:5 (November, 1970), p. 2227-A.

Crandall's study should interest teacher educators and classroom teachers provided with a teacher aide. Some of the hypotheses which were investigated postulated that with a teacher aide, a classroom teacher will spend a higher percentage of time in the teaching act and working with small groups, will use a

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higher frequency of verbal and nonverbal supportive expressions, will significantly increase the active involvement of students, and will increase the use of more abstract cognitive objectives.

An analysis of the data revealed that a teacher aide enabled the teacher to spend more time in the teaching act and in teaching small groups, to use a higher frequency of supportive verbal and nonverbal expressions, to utilize students in a more active role, and to employ more abstract cognitive objectives. Recommendations on the effective use of teacher aides were also presented in this study.

Cromer, Chalmers A. "Determining Approved Standards for Post-Secondary Vocational Technical Programs in Nebraska," Dissertation Abstracts, 31:4 (October, 1970), p. 1530-A.

The purpose of the study was to establish standards for post-secondary vocational and technical education in Nebraska. The study involved private and public schools and all fifty state divisions of vocational education.

The approval standards, approved by a fourteen-member jury which is composed of Nebraska's vocational administrators and educators associated with postsecondary vocational and technical education, consist of five major components: (1) operative and operational policy, (2) educational services, (3) instructional staff, (4) instructional Program, and (5) school facilities.

The study is very informative and could be used as a guide to conduct similar programs in any state. The information is of interest to administrators, teachers and curriculum developers.

Crowell, Orville. "An Analysis of the Relationship of Measured Interests of Entering College Freshmen to Choice of Occupation Approximately Forty-Four Months Later," Dissertation Abstracts, 31:6 (December, 1970), p. 2680-A.

To determine the reliability of the Kuder Preference Record-Vocational, Form C, a random sample of male and female freshmen in the University of Arkansas summer orientation program were tested to determine desired occupational choices. Their occupational choices were again tested forty-four months later, and it was found that a correlation is apparent between interests of college freshmen and their choices of an occupation forty-four months later. The study suggests that the Kuder test is therefore an excellent counseling tool. The information in the study is of interest to guidance counselors, curriculum specialists and teachers.

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Crunkilton, John R. "Area Occupational Education Programs in a Selected Twelve County Area in New York: Concerns and Expectations," Dissertation Abstracts, 31:1 (July, 1970), p. 56-A.

The aim of this study was the development of guidelines for improvement of area occupational programs, based on the expectations of these programs by lay and professional groups. Expectation responses were gathered through a questionnaire containing statements of expectations taken from a review of research and literature. The study concluded that evaluation techniques specifically applicable to the area programs needed to be developed, inservice programs for occupational teachers were needed, more programs were needed for those out of school and with special needs, supplemental work programs were desirable, and occupational teachers should take an active role in the process of student selection.

The technique of gathering data on expectations of community groups as part of the process of innovation and program improvement makes this study an appropriate reading for personnel involved with such a process.

Dale, Sam E., Jr. "Activities and Factors Considered Important in the Implementation of Career Education Programs at the Pre-High School Level in Louisiana," Dissertation Abstracts, 33:5 (November, 1972), p. 2250-A.

This study attempted to identify activities and factors essential for the implementation of a pre-high school career education program in Louisiana, as conceived by six professional education groups: parish superintendents, parish supervisors, guidance counselors, teacher educators, principals, and teachers.

A knowledge of the concepts held by those administering, structuring curriculums, counseling, training teachers and teaching will give direction, scope, content, and methodology to the relatively new program of career education in the public schools of Louisiana. This study also attempted to provide information that will be useful to educators in the state of Louisiana as they approach educational reform and assist in the development of the concept that career education offers a reasonable goal to help young men and women live fulfilling and productive lives. All segments of the educational community should find this to be an enlightening study.

Daron, Patricia R. "Junior College Career Program Graduate Follow-Up Study: a Case Study of Essex Community College," Dissertation Abstracts, 31:5 (November, 1970), p. 2125-A.

Follow-up studies of junior college career programs are often neglected, but are extremely important if the long-range effects of career education are to be determined. The two primary pur-

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poses of this study were (1) to provide information so that junior colleges can better serve the student and community, and (2) to provide follow-up procedures to be used for junior college career program graduates.

Graduate employees and their employers were surveyed through the use of a questionnaire. Statistical analysis of the information provided suggests some of the following conclusions; viz., (1) degree program area and area of full-time employment correspond highly; (2) a positive correlation exists between attainment of an Associate of Arts (A.A.) degree in a career program and ability to obtain initial employment in that career; (3) possession of an A.A. degree leads to a higher beginning salary; (4) a positive correlation exists between A.A. degree possession, participation in a career program, and preparedness for effective employment in that area; (5) there is a positive correlation between possession of an A.A. degree in a career program and finding job satisfaction in that career.

This study should be of interest to community college placement services, career counselors, and the community college student.

Davis, Doyle G. and Smith, Arthur W., Jr. "An Occupational Analysis Procedure for Developing Curricula in Vocational Education," Dissertation Abstracts, 33:8 (February, 1973), p. 4261-A.

This study was undertaken as a result of concerns expressed by educators, businessmen, government leaders, parents, and students for the increasing complexities of adequately preparing for employment at less than the baccalaureate degree educational level. Educators and businessmen identified the need to gather data about entry employment needs and to array this information in such a manner that realistic vocational education planning and program management could systematically take place. A procedure for gathering and reporting essential data was established.

It was recommended that (1) in designing a vocational education program the commonality of occupational skills should be emphasized; (2) a vocational program should be composed of skill units adaptable to changing job requirements and to variations in time and money constraints on program development and maintenance; (3) a vocational program using short skill units with continuous progress capabilities should be considered for incorporation into an existing educational operation; (4) each skill unit should be a self-contained instructional package identifiable as an independent unit to be inserted, removed, or modified at any time to meet changing employment patterns, or to meet local employer skill demands; (5) skill units prescribed for a student should be related to the occupational category or job cluster included in the student's vocational objective.

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Educators, businessmen, counselors and curriculum specialists may find the information very useful in implementing career education.

Davis, LaMyra H. "The Effects of Group Counseling for Vocational Choices upon Adolescents' Expressed Occupational Preference," Dissertation Abstracts, 31:3 (September, 1970), p. 1007-A.

The purpose of the study was to investigate (a) whether group counseling for vocational choice reduces the magnitude of the difference between vocational aspiration and vocational expectation; and (b) whether one group counseling session would have a greater effect than none, whether two group counseling sessions would have a greater effect than one or none, etc.

The findings indicated that realism between vocational aspirations and vocational expectations increased as the number of hours of group counseling increased. Also, each level of group counseling had a greater effect than no group counseling upon the differences in vocational aspirations and vocational expectations.

The findings also stated that adolescents' problems, occurring during the exploratory stage of development, in acquiring facts about occupations are compounded by the problems created by changes occurring in the purposes and meaning of work. Also, individual and cultural variations affect the adolescent's capacity to learn vocational skills and to acquire information and understanding necessary to weigh occupational alternatives.

The information in the study is of interest to guidance counselors and teachers.

Dent, James Authur. "A Study of the Motivating Factors in Student Program Selection in Area Vocational Schools in Southeastern Indiana," Dissertation Abstracts, 33:6 (December, 1972), p. 2830-A.

The purpose of the study was to identify the reasons students had for selecting the programs in which they were enrolled in area vocational schools in southeastern Indiana.

The most consistent findings throughout the study were that students choose programs of vocational eduation to improve their prospects for satisfactory employment after they complete high school. Another significant finding was that the students identified the statements relating to improving chances for success in educational pursuits after high school as the second most important reason for choosing a program. Finally, it is significant that a statement pertaining to counselor influence in program selection was placed in a low position by the students--generally, last or next to last, among the various groups of students.

The conclusion that is to be drawn is that there is a distinct pattern among the factors that influence student program selection. Further, it can be concluded that programs of providing assistance to students involved in choosing programs can be developed to complement the identified motivational factors.

Deputy, Rex R. "Cost Analysis of Selected High School Vocational Courses in Relation to Academic Offerings," Dissertation Abstracts, 31:6 (December, 1970), p. 2637-A.

The cost analysis comparison of high school vocational to academic programs should be of interest to educational administrators, school board members, and school finance departments.

The cost analysis formula, based on review of the literature and consultation with authorities, is the following:

cost/unit credit/contract day = total direct cost/equivalent enrollments/number of contract days

The results reported were (1) school size does not appear to be a factor influencing the cost per unit credit per contract day; (2) no vocational program costs consistently more than any of the others; (3) based on cost per unit credit per contract day, no academic program was consistently the most expensive; (4) because of a low pupil-teacher ratio, vocational programs evidenced a higher cost per unit credit per contract day than academic programs.

Dietz, Siegfried C. "Counselor Job Satisfaction and Colleague Perceptions of the ASCA Role and Function Recommendations", Dissertation Abstracts, 31:4 (October, 1970), p. 1573-A.

This study investigates (1) counselor job satisfaction in relation to the ten ASCA recommendations and perceptions of their training, various selves, and various school personnel; and (2) principals' and teachers' perceptions of the ten ASCA recommendations. The study tests for differences (1) between high and low job-satisfied counselors in their perception of role and function, training, various school personnel; and (2) in perception of counselor role and function of principals and teachers of high and low job-satisfied counselors.

Findings and recommendations are particularly important and useful. Some recommendations could be used in developing and improving counselor training programs.

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Docking, William R. "A Descriptive and Evaluative Study of a Secondary School Dropout Program" Dissertation Abstracts, 31:2 (August, 1970), p. 558-A.

This study should interest every concerned administrator and teacher charged with providing useful programs for the high school dropout. The Pontiac Public Schools developed the Individualized Instruction Program (IIP) for dropouts and potential dropouts. The document explains the program in detail, but some of its basic components were (1) a 15-1 student-staff ratio; (2) a work study, core-concept curriculum; and (3) use of experienced teachers and a director-counselor.

Analysis of the data led to some of the following findings: (1) IIP student attendance increased by 7 percent; (2) IIP student reading scores increased by one full year in one semester; (3) parents of IIP students feel positively towards the program; and (4) the graduates of the IIP program recommend it very strongly.

Domenichetti, Madonna. "Work Values in Adolescence as a Function of Vocational Maturity," Dissertation Abstracts, 31:4 (November, 1970), p. 1574-A.

The purpose of this study was to consider the relationship which exists between work values and vocational maturity during adolescence. The general hypothesis of this study is that there is a functional relationship between work values and vocational maturity.

The conclusion of the study is that during the exploratory stage of vocational development there is a functional relationship between vocational maturity and work values. As developmental variables, work values change and move toward specification. It appears there is a variable rate of differentiation for various work values. This implies that different work values alternately emerge and submerge at different points in the adolescent's developmental history.

This dissertation provides useful information for guidance counselors, teachers, and employers in the community who might be involved in employing part-time students.

Donahue, Michael A. "College Placement; an Exploratory Investigation of the Employment Selection Process and Certain Correlates of Vocational Development," Dissertation Abstracts, 32:2 (August, 1971), p. 735-A.

This study investigated the relationship between the vocational placement of college seniors and the concepts of vocational maturity, work values, stated occupational plans, and self-perception.

Vocational guidance counselors and college placement directors should be familiar with the following findings: (1) graduates, seniors, and non-senior undergraduates within a particular discipline vary significantly in levels of maturity, work values, and occupational plans; (2) the employment selection process appears to have a negligible effect on these factors; (3) the employment selection appears to have an effect on the self-perceptions of college seniors and their ability to articulate occupational plans; (4) a structured, short-term group experience appears to have little effect on vocational maturity, work value, and occupational plans of seniors; (5) a structured, short-term group experience does appear to effect the self-perceptions of college seniors.

Donovan, Marquerite E. "A Model for Clerical Business Education at the Secondary School Level Drawn from an Analysis of the Requirement for Future Success in Business: a Systems Approach to Education for Business," Dissertation Abstracts, 30:7 (January,1970), p. 2721-A.

The purpose of this study was to determine and project the requirements of clerical business education at the secondary school level suitable for success in future business and to construct a conceptual model reflecting these requirements.

The study involved literary sources, businesses, and educators in the field of business education from the universities and high schools.

There is no significant difference between the proposed model and the content of clerical vocational business education programs at the secondary school level offered in the 1960's. The stress is not so much on what is taught (The existing content appears to be needed for another 20 years), but rather on how it is taught. Also, education must direct its efforts to meet increasing needs of human growth.

The most urgent recommendation is for improved teacher education preparation and in-service programs aimed at developing among teachers a greater sensitivity for human needs and a manner which encourages human development in others. The study contains information useful to teacher trainers, administrators, and curriculum specialists.

Downey, Gerald F. "A Cost-Benefit Study of Vocational Education in Haverhill, Massachusetts," Dissertation Abstracts, 32:3 (September, 1971), p. 1159-A.

This study, which concentrates on the secondary school system of Haverhill, Massachusetts, attempts to determine the desirability of public fund investment in vocational education.

The conclusions suggest that the vocational program as a whole is a worthwhile investment. The cooperative program was considered to be more economically sound and educationally successful than the non-cooperative program. The study has ramifications for state finance directors, boards of education, and secondary school administrators.

Dukes, Glenn G. "Radio-Television Service Technician Training Needs of Iowa," Dissertation Abstracts,30:11 (May, 1970), p. 4799-A.

With the advent of career education, educators will find studies like this increasingly useful, although their fields of interest may be different from Dukes. The attempt to assess community needs, job skills, and curricular materials in a specific geographic area is relevant to the career education endeavor.

In assessing radio-television service technician needs,a few of Dukes' objectives were (1) to describe the firms in the Iowa localities-their location,size, and type of equipment serviced; (2) to determine projected additional manpower needs due to employee turnover; (3) to determine the sources of technician training in the state; (4) to determine the interest in-service training for presently employed service technicians; (5) to determine the technical training skill and knowledge required for successful employment; and (6) to propose educational programs to meet the purported needs in the Iowa area.

Dunham, Daniel B. "Guidelines for Developing a Community College Teacher Education Program in Oregon," Dissertation Abstracts, 31:9 (March, 1971), p. 4595-A.

The primary purpose of this study was to develop guidelines for planning a pre-service preparation program which would encompass the critical issues involved in community college teacher education identified in the related literature and by national and state authorities. A survey of literature and a modified Delphi echnique of surveying national and state authorities were the bases for the development of twelve guidelines.

The six major elements in the theoretical model based on the guidelines include (1) program planning, development, implementation and review responsibility; (2) administration and governance; (3) instructional program; (4) field relations; (5) teacher recruitment and selection; (6) follow up and evaluation of teachers.

The study is of interest to educators involved in junior college teacher education programs.

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Easton, William M. "A Comparative Study of the Educational Values of Two-Year and Four-Year College Students," Dissertation Abstracts, 30:11 (May, 1970), p. 4770-A.

The results of this study should aid college administrators and teachers alike in forming a profile of the educational values of their students.

The major value of a college education as perceived by two-year and four-year college students was seen as vocational training. Four-year college students expressed intellectual growth as a value somewhat more often than two-year college students did.

The two-year college student tends to enroll in a community college for economic reasons. Four-year college students apparently show little concern with the economic aspects of selecting a college, and feel that the experience of living away from home is important.

Institutions of higher education will find the Easton study helpful in planning for and meeting the needs of their students.

Edmunds, Neil A. "The Identification of Trade and Industrial Education Programs and the Problems Relating to the Implementation of These Programs in Small High Schools ," Dissertation Abstracts, 30:8 (February 1970), p. 3185-A.

The study attempted to identify the characteristics of existing trade and industrial education programs or courses in small high schools and to attain the rank order of problems relating to implementation of such programs in the schools.

The results of the study, which involved high schools located in the states of Colorado, Idaho, Montana, Utah, and Wyoming, revealed that (1) administrators are either unwilling, unable, or uninterested in developing such programs in small high schools; (2) failure to understand or interpret state and federal laws concerning trade and industrial education has handicapped program or course development; (3) there is a definite need for improved communications to further the development of trade and industrial offerings; (4) school enrollment size is an influencing factor in program selection; (5) trade and industrial offerings must be tailored to fit the needs and conditions of the students and community they are to serve.

The study provides some guidelines that should be considered in planning and developing trade and industrial programs in small high schools.

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Elias, John E. "A Management Approach to Implementing the Nebraska State Plan for Vocational Education," Dissertation Abstracts, 31:9 (March, 1971), p. 5286-A.

Although this study deals with administering federal funds provided by the Vocational Education Amendments of 1968 in the state of Nebraska, the methods employed could be utilized by finance directors in other states. The study analyzed the establishment of criteria, determination of priorities, procedures for applying criteria, methods for obtaining data and procedures for the evaluation of programs connected with the distribution of federal funds.

Some of the recommendations emerging from this study were that (1) an integrated system should be used to develop and operate vocational programs; (2) refinements of legislative objectives should be developed state-wide; (3) broad program goals as well as yearly and long-range outcomes should be defined; (4) allocation of funds through a management procedure at the local level can facilitate the carrying out of state-wide objectives.

Engelbart, Leon P. "Developing a Vocational Education Curriculum Model," Dissertation Abstracts, 31:8 (February, 1971), p. 4053-A.

The purpose of the study was to develop an individualized instructional model to meet student employment needs after secondary school.

After reviewing the literature on vocational education, the author delimited the vocational area, job titles, competencies, and performance criteria. He surveyed selected in-service industry training programs and developed an instructional model and a plan for implementation of the model.

Some of the conclusions of the study were that 1) individualized instructional methods using performance objectives are needed; 2) the most effective method for implementation of the curriculum model proposed by the author is a closed loop system approach; and 3) individual instruction techniques require the extensive use of media.

The study would be of interest to curriculum specialists, vocational education teachers, guidance counselors, and administrators.

Evans, Alma B. "The Rationale for a Design of a Simulation Experience for Middle School Students in an Exploratory Career Orientation Curriculum," Dissertation Abstracts, 33:8 (February, 1973), p. 4053-A.

The purpose of this study is to explicate the rationale and design a curriculum for career orientation using a simulated "world of work" environment as an instructional strategy. The author focuses specifically on the middle school segment of a career development continuum.

The curriculum model used in the study included the utilization of interdisciplinary team teaching to link the disciplines of business education, home economics, and industrial arts, a simulated "world of work" environment designed on the basis of the organizational pattern of a company, the modification of the teacher's role, and the use of affective indices to measure shifts in self-perception and to provide feedback to teachers and students.

The desired terminal objectives of the career-oriented exploratory curriculum are (1) to enable preadolescent students to identify personal strengths and weaknesses that can serve as criteria in formulating vocational preferences and (2) to analyze the interdependence of educational and occupational social systems.

Evans, Stanley. "The Relation between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Lousiana State University," Dissertation Abstracts, 31:9 (March, 1971), p. 4378-A.

The pattern of courses that a high school student takes relates significantly to his success in achievement in first college English, social science, mathematics, or natural sciences. The information is helpful to those guiding students in post-high school career choices, especially those choosing college as a part of their career development.

Fazzini, Philip A. "A Comparative Study to Determine the Efficacy of Two Industrial Arts Program Approaches upon the Pupils' Attitude Toward Manufacturing Industry," Dissertation Abstracts, 31:9 (March, 1971), p. 4507-A.

The purposes of this study were twofold; viz, to conduct a valid and reliable scale to measure attitudes toward manufacturing industry; and to compare the attitudes of students enrolled in two industrial arts programs; one a conventional program, and the other an innovative program, the IACP "World of Manufacturing Industrial Technology II".

Results revealed that differences in attitudes toward manufacturing industry did exist among the three treatment groups with the conventional group exhibiting the most positive attitudes; the control group,next; and the innovative group last. All scores, however, were on the positive side of a rating scale continuum ranging from strongly disagree to strongly agree.

The researcher suggested that the conventional program may have taught attitudes which were pre-determined to be positive while the innovative program encouraged students to formulate their own attitudes.

The research is of interest to educators concerned with the question of the development of attitutdes toward jobs and careers in secondary schools.

Feely, Elizabeth Linch. "A Design for Using Community Resources in the Elementary School Curriculum," Dissertation Abstracts, 33:9 (March, 1973), p. 4794-A.

The purpose of this study was to formulate a design for the utilization of community resources in the elementary school curriculum. There are three facets of the design; viz., (1) the first facet postulates ways of effecting planned change in an elementary school (2) he second facet deals with the identification and coordination of community resources in the elementary school curriculum.

Based on a review of related literature, a model is presented for effecting planned change in an elementary school. Intrinsic in the model is the acknowledgement that there are five operational levels within the system; viz., principal, teacher, learner, system-wide personnel, and community personnel. Other models are also presented in the study.

The models discussed in this study are of great value to principals, teachers, state and community personnel, and curriculum specialists in organizing the school environment to mobilize community resources and to effect change.

Fendalson, Donald W. "An Analysis of Attitudes of Administrators and Teachers in Selected Public Junior Colleges of Alabama toward Certain Policies and Procedures," Dissertation Abstracts, 30:11 (May, 1970), p. 4679-A.

Similarites and differences of opinion among administrators and teachers were investigated in this study. Attitudes toward the Junior college's purposes, admission policies, functions and other procedures were studied.

The research was quite specific in nature. The attitudes of the following paired groups were investigated in order to determine statistically significant differences: (1) administrators vs. all teachers, (2) administrators vs. "academic" teachers, (3) administrators vs. "applied" teachers, (4) "academic" vs. "applied" teachers, and (6) all teachers vs. teacher-administrators. The results suggest a careful reading of this document by junior college administrators and boards of trustees.

Fischer, Robert D. "An Investigation of the Structure and Potentialities of Management Information Systems in the Public Schools as They Relate to Educational Decision-Making and Reporting," Dissertation Abstracts, 31:9 (March, 1971), p. 4414-A.

The general problem of the investigation consisted of two parts. These were to describe the potentialities of management information systems operating in public schools, as they relate to educational decision making and reporting, and to develop and describe a prototype for a management information system suitable for a public school setting.

The study could be a valuable source of information for dealing with educational management problems in school systems.

Fitzgerald, James M. "World of Work Content in the Social Studies at the Elementary School Level," Dissertation Abstracts, 30:8 (February, 1970), p. 3276-A.

The study investigated the extent to which the world of work information was contained in elementary school social studies textbooks, teachers' editions accompanying these textbooks, and textbooks used in elementary social studies curriculum and method courses.

Certain concepts and information pertaining to vocational theories, occupational information, and vocational guidance were included in the questionnaire sent to instructors of elementary school curriculum and methods courses. Textbook coverage of the world of work information was assessed by a complete reading of all textbooks.

The results showed that all books contained some reference to the world of work. Occupations of a professional and farm nature received heavy emphasis, while occupations of clerical and sales workers were accorded little attention. From the findings the following recommendations are offered: 1) world of work content as a facet of elementary school social studies should be studied by groups consisting of elementary teachers, instructors of teacher training, and counseling and guidance personnel; 2) a study should be conducted to determine the knowledge of the world of work held by elementary school children; 3) research should be conducted in order to determine the training, experience, and perceptions of elementary school teachers in regard to the world of work; and 4) elementary school teachers should be introduced to vocational theories and career development as well as other aspects of the world of work in their preparation courses.

The study has some implications that should be considered in preparing elementary school teachers who will teach the world of work concepts to elementary school students. The study is of interest to teacher educators, administrators and teachers.

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Flaaten, Wayne Richard. "The Role of the Elementary School Principal, Teachers, and Parents in the Area of Curriculum Improvement," Dissertation Abstracts, 33:6 (December, 1972), p. 2640-A.

This study was conducted to compare how a jury of experts and a group of elementary school principals perceived the ideal and actual roles of the elementary school principal, teachers, and parents in the area of curriculum improvement. The study was conducted in Ventury County, California. A questionnaire was used to obtain the opinions.

The findings of the study showed that both the jury of experts and the principal's group felt that the elementary principal, teachers, and parents should be involved to a much greater degree in the process of curriculum improvement. Opportunities for this involvement need to be provided in order to enhance the curriculum of the elementary school.

Fleming, Phyllis L. "Factors Affecting Changes in Occupational Aspirations from Adolescence to Adulthood," Dissertation Abstracts 31:2 (August, 1970), p. 833-A.

The theory of occupational attainment developed in this dissertation states that socializing factors influence adolescent occupational preference directly, but do not influence adult occupational preference. Limiting reality factors, however, directly influence adult occupational preference but do not directly influence adolescent occupational preference. Changes in occupational preference were measured by longitudinal data gathered in 1947, when the 277 rural subjects were high school sophomores, and again in 1957. The portions of the theory tested were supported by the analysis. With maturation, occupational expectations dominate over preferences, narrowing the range of occupational aspirations.

This study might be of interest to anyone involved with people in transition from adolescence to adulthood.

Fluck, Bryan V. "The Responsiveness of the Curricula of the Vocational-Technical Schools to Changes in the Labor Force," Dissertation Abstracts, p. 2804-A.

Since vocational-technical education assumes the responsibility for developing curricula to meet the changing needs of the American labor market, it is important to evaluate how well it is meeting its responsibility.

The study assessed the effectiveness of vocational-technical education in fulfilling the demands of the labor market for the four technical-vocational schools of Montgomery County, Pennsylvania.

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The study was divided into three phases; viz., (1) a review of the economic criteria--past, present, and future--needed to develop sound vocational-technical curricula, (2) a description of federal legislation which laid the foundations for present vocational-technical education, and (3) a comparison of labor force changes and consequent vocational-technical curricula changes.

The results of this study should be of interest to career education administrators and curriculum specialists.

Forster, Deborah Marie. "An Observation of the Personal Growth of the Teachers and Students of an Open Education Teacher Preparation Program," Dissertation Abstracts, 33:9 (March, 1973), p. 5002-A.

This study focuses on the development of positive beliefs about self in students preparing to become teachers. It examines the growth in self-actualization; personal and community trust; openness; and attitudes toward subject matter and the helping relationship of thirty-five undergraduates, fourteen graduates, and eight faculty during the fall semester (1971) of an open education teacher preparation program at the University of Massachusetts. This study examines changes in participant perceptions as a function of the program experiences.

A correlated t test was used to analyze the data. Significant changes occurred in the following areas: (1) graduate and undergraduate students' self-actualized inner-directedness, (2) undergraduates' personal openness and trust, and (3) graduate and undergraduate perceptions of the subject matter relevance. The results of this study should interest teacher educators.

Frye, Bill J. "An Analysis of Teacher Education Innovations with Recommendations for Their Utilization in the Professional Preparation of Prospective Industrial Arts Teachers," Dissertation Abstracts, 32:4 (October, 1971), p. 1894-A.

Teacher educators will find this article of interest. It attempts to assess the familiarity of industrial-vocational teachers with innovative teaching methods such as the use of micro-teaching, the video tape recorder, interaction analysis, and others. The evidence indicated that more emphasis needs to be placed on innovative techniques in the training of industrial-vocational teachers.

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Gailey, David S. "A Study to Determine and Compare Work Assignments of Technologists in Selected Industrial Oriented Technologies," Dissertation Abstracts, 30:11 (May, 1970), p. 4800-A-4801-A.

Career educators need to know the vocational tasks and skills required by all segments of American business and industry. This study focuses on the technological occupations to determine the types of work in which technologists in various technologies are engaged and the job tasks common to the various technologies.

Seventeen work areas were investigated. Only two of them--design and research development--demonstrated major differences in the job tasks performed. Technologists were involved in the areas of methods analysis, design, and supervision most often; and a strong trend for technologists to become supervisors as employment time increased was evident. In general, technologists were pleased with the curricula that made up their technological training.

Galgoci, Charles E. "Administrators' Values, Local-Cosmopolitan Orientations, and Attitudes toward Educational Innovation," Dissertation Abstracts, 31:9 (March, 1971), p. 4415-A.

The primary purpose of the study was to determine the relationships of traditional-emergent value preferences and local-cosmopolitan orientations to chief administrators' attitudes toward educational innovation.

Data were collected by means of the Modified Differential Values Inventory, the Local-Cosmopolitan Index for Administrators, the Educational Innovation Attitude Scale, and a personal data sheet.

The ten conclusions drawn from the study could assist career education development personnel make more reliable choices of administrators who would be receptive to educational change.

Garrison, Roger Kent. "The Measurement of Change in Self Concept and Personal Adjustment as the Result of Brief Career Development Counseling Sessions," Dissertation Abstracts, 33:7 (January, 1973), pp. 3287-A - 3288-A.

The purpose of this study was to determine if self concept would improve due to the process of career planning by way of short term counseling. Also, the study sought to assess change in personal adjustment as a result of career development through brief individual and/or group counseling among university students. The general hypothesis tested was to determine if career development counseling would effect a change in the individual's self concept, personal adjustment, finiteness of career plan, and career plan satisfaction.

The author discusses in detail the use of the instruments, the tests applied, and the results of the study.

The study supported, in part, the investigator's initial prediction, in that the career development counseling did assist the dissatisfied experimental group to effect a change in the individual's self concept. The results showed that the experimental subjects became more positive in self concept, identity, self satisfaction, feelings towards their personal selves, and increased need for achievement, dominance and change.

The information in the study may be especially useful to counselors and program developers in career education.

Gendron, Ernest G. "Relationships of Selected Factors Affecting Adult Basic Education Teachers' Innovativeness and the Diffusion of an Educational Innovation, "Dissertation Abstracts, 31:9 (March, 1971), p. 4902-A.

The hypothesis of this study was that the degree of innovation employed by an adult education instructor would be influenced by the following variables: educational background, teaching experience, organizational membership, mobility factors, kinship factors, personal characteristics, and others.

The results of this study may prove useful to adult educators. It was found that the innovativeness of the instructor was significantly affected by length of educational background, teaching experience, individual perceptions, and organizational membership. Additional research conclusions are described in the study.

Gerfen, Richard L. "Analysis of Selected Variables in the Preparation and Performance of Teachers," Dissertation Abstracts, 31:10 (April, 1971), p. 5073-A.

Teacher educators and educational administrators should find this study interesting, for it investigates the effect of several variables on teacher performance. The variables explored were administrator evaluations of teacher performance, grade point averages, teacher education admission test scores, grades in education courses, evaluations, and self-concepts.

Several conclusions were reached. first, it appears that preservice grades in education courses do not significantly predict effective teaching; second, self-concepts are not reliable indicators of classroom skill; third, the ratings given student teachers by college supervisors and cooperating teachers do not reflect the wide range of variables contributing to teacher effectiveness. In addition, several recommendations for the improvement of teacher training programs are made.

Gil-Turnes, Julio B. "An Analysis of the One- and Two-Year Vocational and Technical Programs in Agriculture," Dissertation Abstracts, 31:9 (March, 1971), pp. 4381-82A.

The purpose of the study was to ascertain certain specific objectives related to the one- and two-year vocational and technical programs in agriculture. Information was obtained from a twelve item questionnaire and general catalogues of 174 of the 305 institutions reporting programs.

The findings are reported in six general areas: (1) faculty devoted most of the time to lectures, laboratory, class preparation and grading; little time was left for student advising; (2) most of the faculty was recruited from high school and trade schools, and the profession trades and industry; (3) in the development of new programs, advising committees and surveys of need were used; (4) most programs were revised yearly, with faculty, administration, and advisory committees participating; (5) most institutions ordinarily required a high school diploma and some form of test for admission, but 81.8 percent of the institutions reported the possibility of admission without a high school diploma; (6) a total of 541 programs were classified into eight areas of instruction--agricultural production, 24.5 percent; agricultural supplies, 27.6 percent; agricultural machinery, 12 percent; agricultural products, 1.8 percent; ornamental horticulture, 20.6 percent; agricultural resources, 6.4 percent; forestry, 6.7 percent; and other agriculture, 0.3 percent.

Nineteen hypotheses were statistically tested. The study is of interest to educators seeking information on the present status of two-year vocational and technical programs in agriculture.

Giroux, Roy F. H. "The Vocational Progress of Seniors in Two Inner-City High Schools: a Follow-Up Study," Dissertation Abstracts, 31:7 (January, 1971), pp. 3435-A - 3436-A.

The purpose of the study was to determine if inner-city seniors exposed to a program of career orientation would show greater vocational maturity and be vocationally more successful than a group of inner-city seniors who had not received such a program.

Using Super's concept of 'coping behaviors' as a measure of vocational progress, it was determined that the experimental group which had received a career orientation program in high school was more successful than the control group which had not experienced such a program. The experimental group also rated higher in self-esteem related to careers than did the control group.

The study furnishes validation for careers orientation programs in inner-city schools and is useful for career guidance counselors and administrators of inner-city high schools or high schools in general.

Goodrich, Andrew L. "A Survey of Selected Community Services Programs for the Disadvantaged at Inner-City Community Colleges," Dissertation Abstracts, 31:5 (November, 1970), p. 2050-A.

This is a lengthy and well-documented study of importance to community college administrators, continuing education directors, instructors, and educational consultants, for it attempts to provide in-depth information on the composition, programming, and evaluation of community college service programs for the disadvantaged.

Although numerous programs were investigated, three types of inner-city community programs appear to prevail. They are service programs (providing information, counseling, and/or financial help),manpower programs (providing marketable skills upon completion of training), and intercultural programs (providing pride and appreciation in various cultural and minority heritages).

Several recommendations for the improvement of existing programs are offered: (1) increased funding; (2) recruiting faculty with concern for the disadvantaged; (3) creating a climate conducive to the fostering of positive self-concepts, and (4) regarding teaching and consulting responsibilities as a normal part of the contractual commitment of the faculty.

Gragun, John J. "Preferred Pattern of Preparation for Teachers of Technical Agriculture at the Post-High School Level," Dissertation Abstracts, 31:3 (September, 1970), p. 1114-A.

The main purpose of the study was to determine the most desired preparation for persons planning to teach technical agriculture in post-high schools.

An opionnaire containing a five-point scale for each of the fifty-seven items of teacher preparation was used in the study.

The most desired cluster of teacher preparation for persons planning to teach technical agriculture at the post-high school level, ranked by deans, directors, and teacher educators of agricultural education at the post-high school and university level consists mainly of (1) bachelor's degree in agricultural education, master's degree in area of specialization, master's degree in agricultural education and/or specialist's degree in agricultural education; (2) work experience in an area of specialization; and (3) teaching experience in vocational agriculture.

Guidance counselors, vocational technical teachers, administrators and curriculum specialists might find this information helpful.

Grampocaro, Price J. "Role of the Counselor in the Comprehensive Community College," Dissertation Abstracts, 31:9 (March, 1971), p. 4459-A.

The study seeks to examine the functions of counselors in community colleges. Questionnaires received from seventy institutions were used to compare presidents' and deans' preferences with counselors' actual and ideal functions regarding ten variables: admissions counseling, personnel-social counseling, orientation, testing, financial aid, information service, follow-up and research, academic advisement and program planning, placement, group counseling, all other activities.

Personal-social counseling, academic advisement, and group counseling were of greatest concern to respondents as indicated by frequency of significant differences. The study is of interest to educators concerned with the role of counseling in career planning.

Gray, Robert B. "Vocational Business Education Programs in Ten Southeastern States," Dissertation Abstracts, 31:11 (May, 1971), p. 5957-A.

Gray's study has implications for curriculum specialists and business education teachers, for his intent is to describe similarities and differences, strengths and weaknesses, in the state-level vocational business programs of ten southern states. The study raises several questions: what are the educational and vocational requirements for business teachers in the different states; what is required of students who enter and complete business education programs; how do state supervisors compare with one another in academic preparation and experience what are the strengths and weaknesses of the programs as seen by administrators and teachers?

Gray's conclusions reveal that the level of requirements for present program directors is not adequate enough; that changes in organization, curriculum and procedure have facilitated greater program uniformity; and that state supervisory staffs in all ten states need to be enlarged.

Griffin, James F. "Relationship of Selected High School Courses Taken by Industrial Arts Majors to Their College Success," Dissertation Abstracts, 31:10 (April, 1971), p. 5165-A.

The results of this study have implications for teacher educators of industrial arts majors. The high school courses taken and the technical-professional courses taken were examined for industrial arts students of high, average, and low academic ability.

The findings suggest that students who did not take industrial arts courses in high school should not be excluded as industrial arts teacher education students. High school and college curriculum specialists need to provide programs consisting of basic common understandings in order to meet the needs of the lower ability student. The study also indicates that advanced credit should probably not be given to students on the basis of number of courses or grades in courses at the high school level.

Gross, Ann C. "A Study of the Relationships of High School Courses of Studies to the Occupational and Educational Choices of the June, 1968, High School Graduates of Prince George's County, Maryland," Dissertation Abstracts, 31:2 (August, 1970), p. 560-A.

The purpose of this study was to determine the degree to which the senior high school courses met the vocational and educational needs of the 1968 graduates of the school. Follow-up data on activities of the graduates werecompared with records of the graduates' courses. Based on her findings, the author recommended expansion of the school's vocational program, the inclusion of a job-placement service as part of the school's guidance program, and development of a close working relationship with businesses in the area.

The study is appropriate for those studying the effects of educational preparation on career choices.

Grundfest, Sandra L. "The Effect of Student Teaching and Related Professional Training on Vocational Self-Concept Development," Dissertation Abstracts, 32:1 (July, 1971), p. 737-A.

The study was designed to determine whether student teaching and related professional training affected an increase in (1) professional identification, (2) certainty of self attributes, and (3) certainty of relevant attributes to performance in an occupational role.

The sample was comprised of 102 women divided into seniors with student teaching experience and juniors without such experience. Self-concept development was measured by the OccRep Test. A longitudinal and a comparative study was also performed.

Results indicated no increase in the three traits measured during the student teaching experience. A suggested reason for the lack of significant change was the student teaching experience's brevity and lack of realism.

The study raises pertinent questions concerning the effects of certain aspects of teacher training. This dissertation would be of interest to educational administrators, student teaching supervisors, teacher trainers, and vocational/guidance counselors.

Gunderson, Orley D. "A Factor Analysis of Professional Education Competencies and Community College Instructors of Trade and Industrial Education," Dissertation Abstracts, 32:3 (September, 1971), p. 1197-A.

This dissertation has broad implications for the analysis of instructor competencies. The major purpose of the study was to determine the professional educational competencies needed by community college instructors in trade and vocational education. The study demonstrated that the development, administration, and factor analysis of a competencies questionnaire can be successfully employed. It is an efficient and effective method of obtaining substantial amounts of information essential for curricula designing, teacher training, and professional improvement.

Hall, Ronald W. "A Study to Determine the Educational Needs of Industrial Technologists in the Automotive-Type Manufacturing Industries," Dissertation Abstracts, 31:4 (October), p. 1596-A.

The study attempted to determine the educational needs of industrial technologists in the automotive-type manufacturing industries in the United States. Questionnaires were sent to the automotive-type manufacturing establishments in San Francisco, Los Angeles, and Phoenix metropolitan areas.

Some important conclusions are (1) the employment requirements for industrial technologists are the same throughout the automotive-type manufacturing industries regardless of establishment type or size; (2) the employment requirements of automotive technologists are education and training in at least twenty-eight specific subject areas and general education courses; some practical work experience in the field is recommended; and (3) higher education is presently doing an incomplete job of education and training of automotive technologists in all areas except science and mathematics.

The study is particularly useful for those responsible for planning education programs in the field of industrial technology.

Hanchey, Karlos W. "Factors Influencing Occupational Choices and Educational Plans of High School Students with Implication for Changes in the Role of the Secondary School," Dissertation Abstracts, 30:7 (January, 1970), p. 2756-A.

The primary concern of this study was to determine the educational and occupational aspirations and expectations of high school students from two Louisiana parishes.

The descriptive survey method, with the group interview technique, was used in this study.

Some of the findings are (1) there was a degree of relationship between student occupational aspirations and expectations; (2) persons influencing vocational choices were ranked as follows: mothers, friends, fathers, persons in the occupation, others, other relatives, and teachers; (3) primary reasons why students made their occupational choices were interest in the work, working conditions, wages, and society contributions. High school academic achievement records were significantly related to student vocational choice levels; (4) the subject considered most influential in student vocational choices were English, health and physical education, mathematics, science and civics.

This study provides some insights into the characteristics and processes of career choices and educational planning of high school students. The findings could be used to conduct effective educational and guidance programs at the secondary school level.

Harder, Jacob D. "Institute and Individualized In-Service Education Programs Designed to Orient Teachers to an Industrial Arts Curriculum," Dissertation Abstracts, 32:1 (July, 1971), p. 219-A.

Teacher educators and in-service education specialists will find Dr. Harder's study of interest. He set out to assess two inservice education programs for beginning industrial arts teachers as well as two evaluative instruments for measuring the effectiveness of the programs.

The training programs stressed the learning of course content and course objectives, the use of plans in an instructional program, and the practice of sound teaching methods and laboratory management.

An analysis of the data indicated that the contributions of both programs and tests increased classroom effectiveness.

Harris, Richard Lee. "An Analysis of the Relationship of Age and Occupation to Adult Participation in the Continuing Education Program of a Rural Community College," Dissertation Abstracts, 33:6 (December, 1972), p. 2682-A.

This study analyzed the choices of continuing education courses made by 1,726 adults of differing ages and differing occupational index status levels in a rural community college district. It was designed to (1) determine whether significant interactions existed between occupational index levels and periods of human development in the selection of courses and (2) establish a frame of reference for developing a model for the study of adult educational interests to assist in the development of responsive programs.

It was revealed that occupational level and age are significant variables for participation in continuing education courses. The author's research showed that age was the single best indicator of the courses in which adults in a rural environment would enroll. The results supported the notion that adults under thirty will elect educational activities that assist them in carrying out the developmental tasks for their age period. The tendency for older participants was toward learning for leisure activities. It was concluded that more studies should be done before the frame of reference advanced in this paper is used as a model for determining the continuing education needs of adults in a rural setting.

Harrington, Jackie T. "Factors related to Vocational Choices of Agricultural Education Students," Dissertation Abstracts, 30:7 (January, 1970), p. 2881-A.

The primary concern of the study was to identify some of the factors that might have influenced college students in Arkansas enrolled in agricultural education to choose a curriculum leading to the position of vocational agriculture teacher at the secondary level.

The descriptive survey method, with the questionnaire technique, was the method of research used. Data were collected through the administration of a multiple choice interview schedule to a group of 135 college students.

Some of the findings are (1) the high school vocational agriculture teacher had the greatest influence on the students' vocational choices; father and mother ranked second and third as the most influential person on vocational choices; (2) participation in extracurricular activities influenced the vocational plans; (3) self-satisfaction was the primary reason for making their vocational choices; (4) a majority of these students wanted to teach vocational agriculture upon graduation from college.

This study has some implications that should be considered in planning agricultural education programs and developing vocational guidance services in schools.

Harrison, Denis D. "A Study of Attitudes Held by Superintendents and Principals toward Career Education in Texas," Dissertation Abstracts, 33:3 (September, 1972), p. 1085-A.

The purpose of the study was to determine attitudes toward career education held by principals and superintendents in Texas. The study was concerned with attitudes toward expanding vocational education, career education in creating a unified career education school system, and designing career education programs from elementary through secondary grades.

A Likert-type attitude-scale was designed and tested as the measuring instrument. The analyses of the data from the attitude-scale supported this conclusion: The superintendents and principals would support a career education curriculum.

It was especially important that students receive more information about careers, and the superintendents and principals felt that career education could be a unifying influence in the school system.

The study could be useful as a model for further research into career education in other parts of the country. The information is of use to educational administrators as well as career education curriculum developers.

Hathorn, James R. "A Comparative Study of the Factors Related to Post High School Educational Pursuits of Selected American Indians: Some Characteristics and Self-Perceptions," Dissertation Abstracts, 31:9 (March, 1971), p. 4461-A.

Using a sample composed of Indian members of the 1962 high school graduating class in six western states, questionnaires and interviews were used to determine Indian self-perceptions in relation to their school and future plans.

One conclusion was that the Indian has been assimilated into the dominant culture in a far greater degree than even the Indian realizes or is willing to admit. Further conclusions are that the Indian high school graduate perceived the educational experience in a negative manner, and that the Indian's low self-image is being reinforced by his formal education because it is not equipping him to compete successfully in employment or advanced education.

The study is of interest to educators concerned with Indian career development. The research methodology may be applicable to studying other minority groups and, therefore, be of interest to guidance counselors, placement directors, administrators, teachers and researchers.

Heap, Norman L. "Guidelines for Setting Priorities in Community-Junior Colleges," Dissertation Abstracts, 31:5 (November, 1970), p. 2128-A.

In order to improve the management of resources, the author of this study suggests that guidelines for setting priorities be adopted and utilized in community colleges. The data were gathered from boards of trustees, administrators, counselors, instructors, and students in order to determine how certain priorities were perceived.

The conclusions indicate that all segments of the junior college population agree on the broad junior college functions and on the comprehensive scope necessary for meeting community needs. Boards of trustees, administrators, counselors, and instructors give higher priority to vocational-technical programs than do students. Students also tend to place more importance on the transfer function of the community college.

The author also derived the following observations in the course of his study: (1) community colleges should utilize the priority method when examining and allocating resources; (2) more resources should be allocated to continuing education, counseling and vocational-technical areas while efforts should be made to increase federal, state and local funding in these areas; and (3) the transfer and general education functions should receive smaller allocations of funds.

Educators involved in all aspects of the community college should benefit from a familiarity with this study.

Hedges, Lowell E. "The Feasibility of Using Videotape Techniques in Pre-Service Teacher Education in Agriculture," Dissertation Abstracts, 31:4 (October, 1970), p. 1664-A.

The major purpose of this study was to determine the feasibility of including videotape techniques in pre-service teacher education in Agricultural Education at The Ohio State University.

The study was limited to thirty-nine student teachers and the twenty-two cooperating teachers who worked with the student teachers. A questionnaire was developed for the purpose of obtaining the judgment of student teachers and cooperating teachers who participaged in the study as to where and when in the teacher education program videotape techniques could most effectively be used. The findings indicate that the use of videotape recordings did not significantly improve the overall classroom teaching performance of the student teachers in this study, but did contribute to the interest and motivation of the student teachers.

The use of videotape techniques was deemed feasible in this teacher preparation program. The videotape recordings were easily incorporated into the methods courses and field experiences without extensive revision of course content, field experience activities, or time schedule.

The dissertation provides useful information for teacher trainers, curriculum planners, and educational administrators.

Heilman, Casmer F. "A Task Analysis of Selected Leaders in Vocational Education," Dissertation Abstracts, 31:7 (January, 1971), p. 3436-A.

The purpose of the study was to examine the procedures, processes, and contributions made by personnel in vocational education and to identify qualities needing development in future personnel.

Sixty-four vocational education leaders were sampled from different states. Specific functions performed by each leader over a five week period were assigned to fourteen major functional categories. Time and process utilized for performance of each task were determined.

Analysis of data showed significant differences among functions of leaders in secondary schools, community colleges, state departments of education, and teacher training programs. The functions which the leaders ranked of highest importance were personnel development, research and supervision. Most time spent by these individuals was in social interaction.

The study would be of interest to advisory boards who are choosing individuals for leadership roles in vocational education. Vocational leaders themselves should also find the study useful in the areas of staff development and supervision.

Helberg, Donald H. "The Effects of Educational-Vocational Group Guidance and Client-Centered Group Counseling on Personality Factors, Student Problems, and Vocational Direction of Junior College Students in a Developmental Program," Dissertation Abstracts, 30:10 (April, 1970), p. 4222-A.

The primary purpose of the study was to determine the effects of client-centered group counseling and educational-vocational group guidance on the students' personality adjustment as measured by the California Test of Personality, on a number of problems circled and checked on the Mooney Problem Check List, and on direction of educational movement of developmental students.

The results of the study indicated that (1) group guidance had an effect on increasing realism of choice, (2) the client-centered group counseling provided an identifiable trend in the direction of better adjustment as measured by the California Test of Personality, and (3) the group guidance experiences provided the opportunity for more of these developmental students to choose an educational program which would be considered more consistent with their indicated abilities and motivation.

This study is useful particularly for counselors and guidance personnel to understand the effects of the counseling programs on the individuals. It could also serve as an example for those who might want to conduct and study the programs of similar natures and characteristics.

Helling, Cliff E. "An Evaluation of a Vocational Exploration In-Service Teacher Training Institute (Volumes I and II)," Dissertation Abstracts, 32:5 (November, 1971), pp. 2526-A - 2527-A.

The purposes of the dissertation were to examine the problem of integrating career education into the general education program at the elementary and secondary level, and determine whether a program of in-service teacher training could be instrumental in effecting such an integration.

Teachers were given inservice training within the working community. Prior to, and near the end of their training, the teachers were measured to determine attitudinal change. The measuring instruments were the Differential Values Inventory, the Job Attitude Test, the Preferred Qualities of Student Test, and an open-ended questionnaire.

The analysis of the data showed that teachers, after the in-service training, were more open to the concept of career education. There was also, on the part of the teachers, subsequent action which indicated an attitudinal change.

Henderson, Arnold R. "An Analysis of Certain Perceptions of Teacher Aides in the Richmond, Virginia, Public Schools," Dissertation Abstracts, 31:8 (February, 1971), pp. 3815-A - 3816-A.

The purpose of this study was to contrast the perceptions of four levels of educators regarding the functions of teacher aides. The sample included 207 respondents comprised of central administrators, principals, teachers and teacher aides. These groups were given a 110 item form to rank.

Results of the study revealed a high correlation among the responses of the four groups concerning duties performed and duties expected of teacher aides. But there was great variation among responses of the four groups concerning what were the most important functions of teacher aides, as well as what was the importance of instructional support duties of teacher aides.

The study is of interest to those working in teacher aide training or principals and teachers working with aides in the schools systems. Since the study suggests that there should be more dialogue among teachers, teacher aides and administrators regarding the role of the teacher aide; this has implications for personnel development specialists.

Hoeltzel, Kenneth E. "Vocational Guidance Program Development," Dissertation Abstracts, 31:9 (March, 1971), pp.4463-A-4464-A.

The purpose of the study was to determine (1) school counselor's perceptions of vocational guidance responsibilities as they evolved during and following a vocational guidance seminar; (2) what tasks counselors will choose to implement to bring about changes in their vocational guidance programs; (3) what extent counselors carried out planned tasks; (4) what obstacles counselors perceive as blocking change in their vocational guidance program development; and (5) what changes were made in ratings of counselors' programs from the time of the seminar to the time of the follow-up study.

Thirty-two vocational guidance seminar participants at The Ohio State University during the summer of 1969 were given rating scales and followed-up nine months later with interviews.

The reported findings would be of interest to educators involved in secondary school program planning in vocational and career education.

Hole, Wanda R. "Educational Philosophy of a Group of Professional Adult Educators," Dissertation Abstracts, 31:5 (November, 1970), p. 2090-A.

In preparation for this study, an extensive review of the literature on adult education was performed in order to determine the philosophical goals and objectives of adult education. This resulted in the finding that the three major philosophies of adult education appear to be traditional academic, progressive, and community.

After an analysis of the responses of 552 individuals holding the doctorate in adult education, the following conclusions were drawn: (1) as a group, the adult educators holding the doctorate tended to accept the community philosophy most often; (2) regardless of age, number of years of experience, type of bachelor's degree or membership in professional adult education associations, doctoral adult educators hold to the community philosophy of adult education. This study should interest continuing and adult education specialists, program directors, and educators.

Holmen, Holger E. "Professional Problems of Trade and Technical Education Teachers in the Fifteen Area Post Secondary Schools of Iowa with Implications for In-Service Teacher Education," Dissertation Abstracts, 30:10 (April, 1970), p. 4253-A.

The purposes of the study were (1) to ascertain the professional problems encountered by teachers of trade and technical education as expressed by teachers themselves and their immediate supervisors, (2) to examine probable causes or sources of these professional problems, and (3) to point out the implications of the findings for a program of teacher education for these teachers.

Personal interviews with 103 teachers and 26 supervisors were conducted to obtain the needed information.

Some of the findings and conclusions involved (1) major problems of the instructional phase such as a) selecting texts, references, and related materials; b) alloting proper time and emphasis to each unit; c) planning and preparing related materials; d) preparing classrooms and laboratories for daily use; e) preparing and grading written tests; (primary causes of these problems were inadequate time, inadequate teaching experience, inadequate educational preparation, and lack of appropriate texts and/or materials.); (2) trade and technical teachers were aware of the fact that being a skilled tradesman or technician does not automatically make them a teacher; (3) trade and technical teachers tend to encounter many problems, the nature and scope of which are quite varied; (4) the present in-service program apparently is not fully meeting the needs of the teachers. A major need is for training prior to entering the classroom as a teacher.

These problems of trade and technical teachers need to be solved before personnel with inadequate educational background from business and industry are assigned teaching positions in schools.

Holmes, Emory Hestus. "Community Representation in Educational Decision Making: An Exploratory Case Study of School-Community Advisory Councils," Dissertation Abstracts, 33:4 (October, 1972), pp. 1360-A - 1361-A.

The purpose of this study was to determine factors that contributed to the evolution of school-community advisory councils in the Los Angeles Unified School District, to determine real or perceived community representation on school-community advisory councils in two complexes in the District, to determine the role of complex advisory councils and boards in educational decision-making, and to ascertain the effect of the adoption of a District rule mandating advisory councils in all schools on representation on school-community advisory councils.

It is concluded that a number of conditions contributed to the evolution of school-community advisory councils in the complexes studied. They include (1) rapid growth in area and population, (2) general urban unrest beginning with the mid-1950's and through the 1960's, (3) federal and state education legislation, and (4) formation of an advisory council in one black school to advise the principal and his staff on educational needs.

It is concluded that the school-community advisory councils and complex advisory boards were vehicles by which community representation and participation were effected.

Homisak, William. "A Study of the Industrial-Technical Education Provided through the Continuing Education and Community Service Programs in the Pennsylvania Community Colleges," Dissertation Abstracts, 31:9 (March, 1971), p. 4508-A.

This study investigated the organization, operation, and development of continuing education programs in meeting the needs of a sample population of Pennsylvania industries.

Although this was a Pennsylvania study, its findings should have relevance for community college administrators and continuing education program specialists throughout the country. Analyses of the responses of industry revealed that continuing education was offering 42 percent of the courses deemed necessary for industrial-technical employees, that continuing education programs are attempting to meet the needs of a wide spectrum of the community, and that business and industry are attempting to understand the unique role of the community college in providing industrial-technical training.

Housley, Warren F. "The Narrowing Process of Vocational Decision-Making as a Function of Rejecting Attitudes," Dissertation Abstracts, 32:5 (November, 1973), p. 2418-A.

The problem set out in this dissertation was the investigation of the vocational decision-making process in adolescent students. The author based the design of his study on the following premise: vocational decision-making is a narrowing process in which the decision maker systematically rejects types of vocational interests.

The data were collected from samples of students in the ninth and twelfth grade populations. The Ohio Vocational Interest Survey was used to determine the extent of rejection behaviors and to determine whether rejection behavior varied with commitment and grade level. The intensity of feeling regarding accepting and rejecting behavior was also examined.

The author's premise was not confirmed by his findings; rather, the study showed (1) rejecting behavior is not a function of commitment to a vocational decision, nor is it a function of grade level; (2) there is greater intensity of feeling regarding rejecting behavior than accepting behavior; and (3) the intensity feeling increases with grade level.

This dissertation would be useful to persons concerned with the mechanism or process of vocational decision-making.

Huckabee, Junuetta. "A Comparison of Perceptions Held by Three Significant Groups Concerning Management Training Programs in Two-Year Colleges in the United States," Dissertation Abstracts, 31:9 (March, 1971), p. 5289-A.

The purpose of the study was to compare the perceptions held by three significant groups about two-year college management training programs. The sample included 40 state vocational directors, 65 business leaders, and 102 instructors in management training programs. A questionnaire was used in which the three groups were asked to rate on a one-to-five scale the present and the desired future importance of five curriculum objectives of management training.

Analysis of the data indicated that (1) vocational directors and business leaders disagree concerning both present and future importance of the five curriculum objectives; (2) instructors seem to have a better understanding of the employment opportunities for their students than do vocational directors; (3) vocational directors and instructors do agree on the present and future importance of the curriculum goals studied.

The study could be utilized by business leaders, vocational administrators, and instructors involved with management training programs as well as guidance counselors.

Hull, Joshua S. "An Investigation of Identification of Male College Students with Their Fathers as a Variable Influencing Vocational Interests and Vocational Counseling," Dissertation Abstracts, 30:11 (May, 1970), p. 4775-A.

The two primary purposes of this study were to investigate the relationship between male father identification and occupational interests and the relationship between male father identification and vocational counseling.

Examination of the literature resulted in a theoretical framework for the study: (1) ntensity of male vocational interests is related to father identification (2) ange of male vocational interests is related to father identification (3) ypes of male vocational interests are related to father identification (4) ealism of male vocational interests is related to father identification (5) he manner by which male vocational clients relate to their counselors is related to father identification. Hull's research should be enlightening to vocational counselors throughout the educational system.

Hullman, Don H. "A Study of Recruitment Techniques Which Influence Student Selection of Vocational-Technical Education," Dissertation Abstracts, 31:9 (March, 1971), p. 4508-A.

The purpose of the study was to determine the exposure and influence of recruitment techniques, influential sources and factors which influence student selection of vocational-technical education. A questionnaire was given to 578 Oregon community college respondents.

Nine stated conclusions include the following: career days, a scheduled conference with the community college guidance counselor, and printed literature ranked first, second, and third, respectively, in all geographic areas as the most influential recruitment techniques; relatives and the community college counselor were ranked first and second for being most influential in offering personal advice.

The findings are of interest to educators who work with junior colleges as a step in career development as well as guidance counselors and administrators.

Hunton, Stanley R. "An Investigation of the Changes Occurring in Vocational Self Concepts, in the Seventh Through Twelfth Grades," Dissertation Abstracts, 33:1 (July, 1972), p. 569-A.

The purpose of the study was to determine what changes occur in the vocational self-concept of students from grade seven to grade twelve. A total of 437 students from seventh to twelfth grade were sampled. Two types of measuring instruments were used; i.e., a semantic differential was used to measure the concepts of self, of person in preferred occupation, and of person in non-preferred occupation; the second instrument measured the students' perceptions of their knowledge of occupations. Results of the study indicate the students' perceptions of kn owledge of occupations increase through grades seven to twelve; and their vocational self-concept becomes more defined.

Hurst, Delbert B. "Knowledges and Skills Necessary for a Career in Business Electronic Data Processing," Dissertation Abstracts, 32:1 (July, 1971), p. 161-A.

Dr. Hurst's report is an interesting and practical study. Curriculum specialists, business data processing teachers, and technical-vocational program developers will find that it contains many valuable suggestions. The purpose of the study was to determine the skills needed by students entering the data processing occupations; the ultimate objective was to determine which data processing occupations students could prepare for at the high school and junior college level.

The Hurst study reached several conclusions: (1) students may begin training for clerical data processing careers at the secondary level; (2) students should begin training for jobs as programmers or systems analysts at the post-secondary level; (3) clerical employees do not need to know a programming language in order to perform their jobs effectively; (4) programmers and systems analysts should possess a working knowledge of at least two systems languages, one of which should be COBOL.

Jackson, Leonard D. "The Effect of a Formal Program of Career Exploration on the Vocational Maturity of College Freshmen," Dissertation Abstracts, 32:7 (January, 1972), pp. 3690-A-3691-A.

The purpose of the study was to determine the effect of a short-term, career exploration program on first-quarter freshmen in college. The program consisted of group discussion and a programmed unit of sequential study used by the freshmen between sessions.

The criterion measures used were the Vocational Development Inventory and the Vocational Maturity Scale. Variables investigated were sex, socio-economic level, predicted grade-point average, and college subculture.

The criterion measures indicated that the freshmen, after the program, showed greater vocational maturity. Program evaluation also revealed a positive attitude by the participants toward the program.

The study is useful for vocational counselors and could be a foundation for career exploration programs in colleges.

Jackson, Willie F. "Relationship of Socio-Economic Level of Negro High School Students to Occupational Choice, Educational Aspiration and Attitudes, "Dissertation Abstracts, 30:11 (May, 1970), p. 4775-A.

This study provides useful information for teachers, counselors, and administrators, particularly those with a high proportion of black students.

Jackson sets numerous goals for his study. Some of them were (1) to determine the relationship between socio-economic level and occupational choice, attitudes, and educational ambitions; (2) to compare the socio-economic levels of vocational and academic students; and (3) to determine the relationship between socio-economic level, home environment, and geographic area.

In general, the results indicated that students from socio-economic levels had higher educational aspirations, more favorable attitudes toward patriotism and honesty, and an interest in professional and managerial occupations. Polarization of attitudes between upper and lower socio-economic levels was apparent.

Jalkanen, Arthur W. "A Comparison of Vocational Attitudes and Job Aspirations of Urban and Suburban School Students," Dissertation Abstracts, 31:9 (March, 1971), p. 4464-A.

Students who had been exposed to a structured career guidance program in grades six, eight, ten and twelve were compared to students in different schools who had not been exposed to such a structural career guidance program. Scales, test scores, and student records were used to compile data from several schools.

Students who had been exposed to a three year program of structured career guidance activities attained significantly higher scores in vocational attitudes and job aspirations in this study than students in a similar school district used as a control. This conclusion is especially significant because the students attaining the highest scores are from a lower socio-economic urban school.

The study is of interest to guidance counselors, teachers and administrators involved in career education at the secondary school level.

Jebb, Mary M. "Operational Transition: a New Approach to Vocational Development," Dissertation Abstracts, 31:5 (November, 1970), p. 2108-A.

In order to provide a means for acquiring marketable skills, President Lyndon B. Johnson initiated the Operational Transition program in 1967, utilizing civilian-military cooperation in placing, counseling and training men in the armed forces. An evaluation of this program forms the basis of this study.

Analysis of the results indicates that (1) more positive gains from the program were exhibited by individuals with higher I'Q's; (2) training which is carefully structured can lead to employment benefits; and (3) job placement success is more predictive when coupled with achievement, vocational, and aptitude tests as well as counseling. Additional advantages and disadvantages of the program are also listed and should be of aid to curriculum specialists, vocational counselors, and job placement program directors in improving their effectiveness.

Jones, Andrew M. "A Survey of Industrial Enterprises in Mississippi to Ascertain the Desirability of Offering Fundamental Training Courses through the Media of Television to Upgrade Employees," Dissertation Abstracts, 31:2 (August, 1970), p. 586-A.

Through a questionnaire sent to administrative, supervisory, and labor employees, the author found general receptivity to the idea of using television during training sessions, particularly in supervision and foremanship and in production skills. While administrators preferred that the sessions be held at work near the usual time of work shifts, supervisors and other employees preferred the TV sessions at home after working hours. Recommendations are made for the development of training programs using television for employees and prospective employees for industrial positions.

This study suggests one of many alternatives to classroom schooling as a means of structuring and implementing programs in career education.

Joyce, John F. "A Comparison of the Methods of Teaching Life Career Planning to Junior High School Students," Dissertation Abstracts, 32:7 (January, 1972), pp. 3664-A-3665-A.

The dissertation was designed to compare two methods of teaching career planning in high school. The one method used was the Life Career Game; the other was the more traditional teacher-directed method. Data were collected from a sample of 235 tenth grade students in one of the Dallas, Texas, school districts.

Analysis of the data indicated that with regard to knowledge of career planning and critical thinking ability, there was no significant difference between the two groups; however, the Life Career group retained career planning information longer than the group taught by the traditional method. On the part of the Life Career group there was also a quite favorable attitude toward the concepts of education, marriage, family, life, and leisure.

Teachers interested in using something other than traditional methods for teaching life career planning might find the Life Career Game to be as effective as traditional methods and quite pleasant for the students.

Karlsow, Larry A. "A Comparison of Vocational Interests of High School Juniors with Projected Manpower Needs," Dissertation Abstracts, 32:5 (November, 1971), p. 2420-A.

The purpose of the dissertation was to contrast nationally projected occupational needs for 1975 with the interests of selected eleventh grade students and to determine the congruency between needs and interests.

The students were grouped in this manner: Subgroup I (98 males), Subgroup II (103 females), Subgroup III (77 students with fathers in higher-skilled jobs), Subgroup IV (103 students with fathers in lower-skilled jobs).

The United States Department of Labor has projected manpower needs for nine occupational groups including all the nation's jobs. It is this projection which is contrasted with student interest. The interest patterns were measured by using the Ohio Vocational Interest Survey.

In general, vocational interests tended to be similar for all subject groups. All the subgroups expressed the greatest interest for professional and managerial occupations. Subgroup I expressed a special interest in craftsmen, firemen, and operative occupations. Subgroup II expressed a special interest in service-oriented occupations. There was little noticeable difference in Subgroups III and IV from the total group. The total group also expressed a high degree of interest in music and the arts. In general, there was the least congruency of interests and projected manpower needs in the professional, managerial, and highly skilled categories.

The dissertation raises a number of questions for the curriculum specialist and persons generally concerned with career education and its goals.

Karman, Felice Joanne. "Women: Personal and Environmental Factors in Role Identification and Career Choice," Dissertation Abstracts, 33:4 (October, 1972), p. 1440-A.

This exploratory study is designed to define the role of two types of women--those who choose to pursue sterotype masculine careers and those who elect stereotype feminine careers. Upperclasswomen in colleges throughout the country were separated into two groups: traditionals and non-traditionals.

The College Student Survey, developed by the Higher Education Project of the Center for the Study of Evaluation at UCLA, was used to choose characteristics to be examined to determine differences between the two groups. These differences reflect roles that have been learned and which depend upon social and psychological conditions. Among the differentiating variables of significance were college grade point average, mother's educational level, religion, attitudes toward women's roles in society and toward government policies, and the degree to which they confer with faculty members regarding their academic plans.

The author feels that the study has implications for higher education, particularly for counselors and faculty, as well as administrators who make decisions about admission policies and curricula affecting women.

Keating, Marshall Thorstein. "An Analysis of the Research Utilizing Problem Solving (RUPS) Program as an Inservice Training System for Educators," Dissertation Abstracts, 33:5 (November, 1972), pp. 2030-A - 2031-A.

The primary purpose of this study was to measure the effects of the Research Utilizing Problem Solving (RUPS) Program on the professional competencies and attitudes of a sample of 115 Idaho educators. Trainee growth was measured in the following areas: interpersonal relationship skills, skills necessary to utilize action research, and attitude change regarding action research.

The secondary purpose of the study was to determine whether a training system like RUPS was a viable method of presenting inservice instruction to teachers.

Some of the major findings of this study may be listed as follows: (1) trainees were highly supportive of the RUPS system and believed the training would be useful to them in the performance of their professional work; (2) as a result of instruction, RUPS trainees showed a significant increase in their ability to apply problem solving skills and techniques to resolve simulated educational problems; (3) trainees were found to enter the workshop with a high regard for problem solving concepts but a very limited knowledge of these skills and how to use them; this knowledge level increased significantly as a result of RUPS instruction; (4) change scores did not vary in any systematic way within or between the six independent variables measured in this study; therefore, RUPS instruction was found to be equally as valuable for all classifications of trainees.

On the basis of the above findings it was concluded that the RUPS training was beneficial to the educators who received this instruction and could productively be made available to other educational practitioners.

Kenney, Earl G. "Competencies Needed by Personnel Engaged in Program Planning in State Divisions of Vocational-Technical Education," Dissertation Abstracts, 31:9 (March, 1971), p. 4641-A.

The purpose of this study was to identify the competencies necessary for personnel involved at the state level in vocational-technical program planning. A conceptual model of program planning developed by Walter M. Arnold was used as a basis for the identification process.

Twenty vocational-technical practitioners at the state level were sampled using three successively mailed questionnaires. Each competency was rated on a four point scale. One hundred forty-seven competencies were identified as necessary for vocational-technical program planning at the state level: fifty-six competencies in socio-economic planning, fifty competencies in vocational education program planning, thirty-six competencies in vocational educational resource planning and miscellaneous competencies.

The study would be useful for administrators, curriculum specialists, and vocational education program planners at the state level.

Kerrebrock, Robert Allen. "Application of the Micro-Counseling Method Using Video-Tape Recordings to the Training of Teachers in Basic Counseling Techniques," Dissertation Abstracts, 32:2 (August, 1971), p. 740-A.

Career education places a heavy emphasis on effective vocational counseling, and skilled guidance counselors will be found at the center of the successful school's activities. It can be projected, therefore, that teachers will increasingly be expected to become familiar with effective counseling techniques. They, too, need vocational counseling skills.

Kerrebrock attempted to train teachers in basic counseling techniques through the use of the micro-counseling method. He feels that the micro-counseling method shows promise, for it stimulates teacher interest and facilitates the rapid presentation of counseling skills; however, he feels that The Counselor Effectiveness Scale needs modifications, for it does not adequately measure students' evaluation of counselor skills. Overall, the study has interesting implications for improved counseling skills in successful career education programs.

Key, James P. "A Theoretical Framework for an Occupational Orientation Program," Dissertation Abstracts, 30:11 (May, 1970), p. 4884-A.

Key's study is good background reading for those interested in acquainting themselves with the theories of occupational choice. Based on a thorough examination of the literature, Key proposes his theoretical model for an occupational orientation program in the public schools. First, he sees such a program as continuous, beginning at the early grades and following an individual through the first few years of his career. Second, an occupational guidance program forms a central core which is supported by individual counseling. Other recommendations include a well-integrated occupational representation in general education courses, occupational competence development courses, and effective placement and follow-up services.

Kilpatrick, Ted D. "Expanding Teacher Role Definition toward Humanistic Values," Dissertation Abstracts, 33:1 (July, 1972), p. 648-A.

The purpose of the study was to determine the effect of a human relations workshop on values, role behavior, and self-concept. A thirty-day workshop was conducted with a sample of seventy-seven teachers, with fourty-eight teachers in the experimental group and twenty-nine teachers in the control group.

An analysis of covariance was used with the following hypotheses: Workshop participants will (1) increase acceptance of humanistic values; (2) endorse a more humanistic role definitions; (3) grow in personal acceptance of school administrators, peers and staff; (4) reflect a closer union of their ideal teacher role and their self-defined role; (5) report more personal involvement and satisfaction with the experiential phase of the workshop than the didactic phase of the workshop.

The analyses of covariance confirmed all hypotheses except the third. The third hypothesis possibly was not confirmed because the workshop took place outside of school context.

The study is useful in that it documents the effectiveness of workshops as a way of changing behavior and values. The information is of interest to teacher trainers, researchers, and administrators.

King, Robert H. "Identification of Educational Needs of Older Adults in Three Congregate Facilities: a Diagnostic Study," Dissertation Abstracts, 30:11 (May, 1970), p. 4755-A.

King's study has implications for adult educators and suggests the involvement of educational institutions with community health facilities. The purpose of the study was to identify the educational needs of older adults as found in three nursing homes.

The conclusions King reached suggest that while nursing homes attempt to meet the physical needs of the aged, they virtually neglect the educational needs. Older adults are in need of interest programs, participation activities, planning and development programs, leadership programs, and an organized program evaluation system.

Kirk, Robert J. "Orderly and Disrupted Career Patterns in Educational Administration," Dissertation Abstracts, 31:9 (March, 1971), p. 4420-A.

The study is concerned with the identification and comparison of career patterns of the chief educational administrator, namely, the public school superintendent and the college president. Association of these career patterns with such factors as graduate preparation, career selection determinants, strategy employed by administrators, administrative assistance needs, and major problems faced by educational administrators also was explored.

Conclusions are based on data secured by questionnaires from 188 educational administrators. The conclusions presented using the notions of orderly and disrupted career patterns could provide educational administrators with valuable self-insight and understanding of their own career strategies as well as information concerning the development of careers in education.

Klabenes, Robert E. "Assessment of the Results of In-Service Education Program for Post-Secondary Vocational-Technical Education Instructors," Dissertation Abstracts, 32:5 (November, 1971), pp. 2567-A-2568-A.

The purpose of the study was to determine the effect of in-service education on modifying the teaching of vocational and technical instructors at the post-secondary level. Before and after a teacher workshop, teachers were tested using Roberson's "Self Appraisal Instrument."

The results of the testing indicated that (1) teachers did initiate significant changes in their classroom behavior after the workshop; (2) teachers did not incorporate higher level objectives into their instruction; (3) there was no evidence indicating more open-ended techniques used after the workshop; (4) after the workshop, teachers were more encouraging both verbally and non-verbally with their classes.

The study indicates that in-service training can be at least of some influence in the process of on-going modification of teacher behavior.

Knauer, Thomas E. "A Study of Two Illinois Demonstration Centers as Related to Adoption and Non-Adoption of Components of Team Teaching," Dissertation Abstracts, 31:9 (March, 1971), p. 4421-A.

The problem was to discover the relationship between visits to team teaching demonstration centers and adoption or non-adoption of team teaching. Information was sought by questionnaire and statistically analyzed.

Visitors to the center were found to adopt components of team teaching in significantly larger proportions than non-visitors. Another significant influence favoring adoption was having received further information from the center after the visit.

The study is of interest to career educators who wish to replace the question visitation to demonstration projects in relation to effecting educational change.

Knezek, LaVerne Elizabeth D. "Identification and Analysis of Kinds of Information Needed by Community Junior College Students about Business Career Opportunities," Dissertation Abstracts, 33:8 (February, 1973), p. 4266-A.

This study is concerned with the problem of identifying and analyzing kinds of information needed by community junior college students about career opportunities in business as perceived by students, business teachers, and counselors in community junior colleges.

The following are some of the conclusions found in this study: (1) guidance about career opportunities is inadequate in community colleges; (2) community junior college students are still examining their future career plans; (3) they are not concerned about geographical restrictions of business jobs; (4) counselors generally agree that students need more business-career information; (5) business teachers are aware of student needs for business-career information.

As a result of this study, the author recommends that research be extended to (a) determine if students are not interested in certain occupations because of insufficient knowledge about them; (b) obtain information found to be needed by students; (c) discover effective methods of disseminating occupational information; and (d) develop curriculum materials.

Business teachers, counselors, curriculum specialists, as well as dissemination personnel may find this information useful.

Ko, Jiin-rong. "An Investigation of the Use of the Holland's Career Choice Typology for Educational Grouping," Dissertation Abstracts, 33:4 (October, 1972), p. 1590-A.

The purpose of this study was to ascertain whether (1) Holland's typological theory of career choice was applicable to grouping community college students, and (2) educational grouping based on the criteria of interests and personalities could achieve congruent interactions between the individual student and his peer environments. The possibility of utilizing the Comparative Interest Index (CII) of the Comparative Guidance and Placement Program for grouping two-year college students was also considered.

The personality and interest patterns exhibited by the four clusters were generally in agreement with the theoretical expectations proposed by Holland; therefore, the applicability of Holland's typological theory was supported. It was found that students within each cluster were relatively homogeneous in both personality types and vocational interests.

This information may be of use to curriculum specialists, counselors, and teachers in the career education movement.

Korb, August W. "A Study of Selected Practices in the Use of Advisory Committees, Community Surveys, and Placement Services in Trade and Industrial Education Programs in Ohio," Dissertation Abstracts, 33:4 (October, 1972), pp. 1605-A - 1606-A.

The purpose of the study was to investigate the relationship between the manner and extent school districts use (1) vocational advisory committees, (2) community surveys, and (3) school placement services as well as selected outcomes and inputs of trade and industrial education programs in Ohio.

Trade and industrial education teachers were surveyed by mail.

Some of the major conclusions included (1) the relative activeness of an occupational advisory committee reflected the size of the budget apportioned for consumable supplies and recency of community surveys; (2) the relative recency of community surveys reflected the size of the budget apportioned for consumable supplies and success of graduates in obtaining employment; and (3) well defined, in-school, placement services are not in use.

This study is of interest to career program planners at the secondary school level.

Lechner, David Bruce. "An Operational Test Model For a University Center for Community Education Development," Dissertation Abstracts, 33:5 (November, 1972), p. 2034-A.

The purpose of this study was to design an operational test model for a university center for community education development. The problem investigated was the compatibility of the goals and objectives of the Training and Dissemination Division of the Mott Foundation with the operation of two selected university centers.

The theoretical construct model was developed first by collecting, screening, and modifying the objectives of the eleven university centers. This model was then submitted to ten experts in the field of community education, and as a result of interviews with these experts, a final model was designed. An interview schedule was designed and administered to six Mott Fellows in a pilot study. Following the successful pilot study, thirty-eight public school personnel and sixteen university staff members representing two university centers were interviewed. They were asked to rate the objectives in two listed categories.

The final determination of objectives which could be included in an operational test model was accomplished by asking public school personnel to select from the thirty-nine listed objectives those which they perceived to be most important for the operation of a successful university center.

Conclusions of this study included the following: (1) the community education experts, Mott Fellows, the public school personnel, and the university staff members basically agreed on all of the objectives which were included in the operational test model; therefore, there was a consensus on acceptable objectives that may be implemented regardless of regional variables; (2) data obtained from nonstructured interviews indicated that the two university centers should decrease the size of their service areas or proportionally increase the number of professional university center staff members. Many of the subjects interviewed believed that there was a relationship between size of the service area and actual effectiveness.

Lewis, Hal G. "Occupations in John Dewey's Educational Theory," Dissertation Abstracts, 32:1 (July, 1971), p. 838-A.

The dissertation is a theoretical study which distinguishes the meanings and the role of occupations in the activities of schools as conceived by John Dewey in his educational writings

For Dewey, the crucial pedagogical problem was that the mediated school experiences of a child be similar and relevant to his immediate experiences outside of the school. Learning occurred when activities were undertaken which related the mediated and immediate experience.

The author distinguishes five senses of occupation into everybody's writing. All relate to the immediate and mediated experiences in learning situations. The author's criticism of Dewey's position is that it is uncertain whether certain meanings being connected with certain social processes will deepen or expand an individual's experience.

The study furnishes analysis of a concept in John Dewey's writing which is important to career education.

Lewis, Robert W., Jr. "The Effects of a Planned Group Guidance Program for College-Bound High School Seniors on Selected Guidance Program Variables," Dissertation Abstracts, 32:5 (November, 1973), p. 2421-A.

The dissertation studied the effects of planned group guidance program for college-bound high school seniors. Three groups of students were randomly selected from a rural consolidated high school; the first group participated in planned group guidance; the second group also participated in the guidance program. and their parents received letters informing them of the content of the sessions. The third group participated in no way in the guidance program.

Some of the results of the study indicated that there was no significant difference between the two guidance groups regarding definiteness of vocational choice or definiteness of educational choice; contrary to expectation, the guidance program participants were less sure of vocational or educational choices than the third group which did not participate in the guidance program; there were also indications that the group-guidance program did not save time for the individual counselors; the students in the program tended to use counselors in different ways than before, but there was no indication of a lesser load on the counselors' time.

The dissertation would be useful as an examination of one specific type of group-guidance and its effects with possible implications for other types of group-guidance programs.

Lewis, Wiley B. "Agricultural Mechanics as Performed on Ohio Farms in Comparison with Offerings in Vocational Agriculture," Dissertation Abstracts, 31:4 (October, 1970), p. 1703-A.

The objective of the study was to determine whether agricultural mechanics curricula in Ohio were appropriate for preparing students enrolled in high school vocational agriculture classes to perform agricultural mechanics activities in production agriculture occupations.

An analysis of the data, collected from vocational agriculture teachers, high school students, and farmers, indicated that the agricultural mechanics instruction being offered high school vocational agriculture students was appropriate for preparing students to perform those mechanical activities found in production agriculture occupations.

It was recommended that teachers of vocational agriculture determine the agricultural mechanics areas and units which should be taught, by surveying local farmers to determine the mechanical activities performed on their farms. Furthermore, teachers should attempt to provide individualized instruction, to prepare individual student curricula and to include students as an active part of the educational process.

This information is of interest to vocational educators and curriculum planners, for it may serve as an illustration of how community and schools can cooperate for curriculum improvement.

Lopez, Guillermo. "Vocational Curriculum Planning in the Secondary Schools," Dissertation Abstracts, 31:12 (June, 1971), p. 6485-A.

Two problems focused on in this study were (1) to adapt processes from systems analysis to the development of a model for vocational curriculum planning, and (2) to assess the effect of extensive personnel involvement in the planning process.

The evidence clearly indicated that the phases, steps, and functions of systems analysis can help implement an effective vocational education program. It was also found that extensive personnel involvement in pre-planning, planning, program development, budget development, and evaluation was more likely to indicate an effective vocational education program.

This study has implications for curriculum development specialists, administrators, and career educators in general.

Lott, Gary B. "A Comparative Study of Selected Qualifications and Salaries of Public Junior College Teachers and Teachers of Similar Courses in Public Universities in Florida," Dissertation Abstracts, 31:10 (April, 1971), p. 5150-A.

Salaries and qualifications of junior college and college teachers were compared in this study, which should prove interesting to higher education administrators developing profiles of their own faculties.

The findings reveal that university teachers tend more often to hold the bachelor's degree or the doctor's degree, and junior college teachers tend to hold the master's degree or master's plus thirty hours. University teachers showed a greater depth of preparation at both the graduate and undergraduate levels. Junior college teachers more often possessed intermediate experiences of from six to fifteen years than university teachers. Junior college teachers as a group had not accrued the scholarship and research honors of the university teachers. Several other findings are offered to develop the profiles of the university and junior college teacher.

Lucy, William Trudell, ed. "A Study Designed to Test the Validity of Selected Formulations from John Holland's Theory of Vocational Choice," Dissertation Abstracts, 32:5 (November, 1971), p. 2422-A.

It was the purpose of this investigation to test the validity of several formulations derived from Holland's theory of vocational choice. The investigation sought to answer the following questions: will individuals classified as to personality type, on the basis of their major field of study at the time of graduation from the University of Maine, remain in this classification as they progress through their working career; will individuals choose occupations consistent with their personality type; will individuals who remain stable in their personality type, as they progress through their working career, show a consistent personality code?

The subjects chosen for inclusion in the study were 2,373 University of Maine alumni from the following classes: 1935, 1940, 1945, 1950, 1955, and 1960. One instrument was used in gathering data: the Vocational Preference Inventory (VPI). The data collection began on May 15, 1970, and continued for thirteen weeks.

Findings of the study were reported as follows: a relationship significant at the .001 level of confidence was found between personality types derived from college major and 1970 VPI high point code; a relationship significant at the .001 level of confidence was found between personality type derived from 1970 VPI high point code and present or most recently held occupation; and a nonsignificant difference at the .05 level of confidence was found between the number of individuals who showed a stable personality type through their working career and the number of consistent personality codes shown by these individuals.

The results of this study thus provide general support for three formulations selected from John Holland's theory of vocational choice.

Luxner, Lois A. "Factors Affecting the Employability of Vocational Bookkeeping Students," Dissertation Abstracts, 31:9 (March, 1971), p. 4643-A.

With technology replacing traditional occupational skills and practices, many office skill requirements need to be re-evaluated. This study focuses on the job of bookkeeping and suggests methods of providing business students with skills based on a revised model of the office occupations labor market.

The author suggests that general skills such as typewriter, adding machine, and filing operation, plus bookkeeping skills facilitate employment as a bookkeeper. He also feels that advanced bookkeeping as traditionally taught should be abolished and that serious preparation for an accounting career should be postponed until post-secondary studies are assumed by the student. Emphasis needs to be placed on general office skills, for employment tests favor those with general skills, and they may enable a student to secure a job which eventually leads to the employment of his bookkeeping skills.

Business education teachers, guidance counselors and curriculum specialists should profit from a reading of this study.

MacMillan, Margaret W. "A Study of Selected Business Education Curriculum Practices in Secondary Public Schools of the United States in the Academic Year 1967-1968," Dissertation Abstracts, 30:11 (May, 1970), p. 4688-A.

This study attempted to evaluate several items related to business education in the nation's high schools. Some of these business related items include (1) the business education curriculum, (2) the theoretical ideal of business education as compared to actual practices, and (3) the curriculum as practiced in a specific geographic region of the country.

In general, stenography was the course most consistently offered; typing was the most often required skill subject; data processing courses increased dramatically; bookkeeping decreased as a requirement. Also business education practices were remarkably consistent from region to region. Although theoreticians and educators agreed strongly on the philosophical goals of business education, they differed widely on the means of achieving these goals.

Magruder, Allen W. "A Study of the Stability of Career Choices, School Plans and Interests of Students during the Secondary School Years, with Special Emphasis on the Factors Related with Instability," Dissertation Abstracts, 32:1 (July, 1971), p. 849-A.

The purpose of the study was to examine the variables related to stability of career choice in selected secondary school students

A class from a Northern Illinois public school district was tested in the eighth and again in the twelfth grades. The Educational Development Series Test battery was the testing device. The two tests were analyzed through various comparison measures. The results of analyses showed that career choice remained quite stable from the time of the first to the second testing. Factor analyses comparisons also showed that students maintaining stable career choices scored significantly higher on achievement tests than students who were unstable in their career choices.

The study would be of interest to guidance and career counselors.

Mannebach, Alfred T. "The Effectiveness of Structured Occupational Experience for Instructors of Agricultural Occupations," Dissertation Abstracts, 30:7 (January,1970), p. 2884-A.

The study was undertaken to determine the effect of an intensive four-week experimental educational program, involving structured, on-the-job, occupational experiences in agricultural firms,plus related classroom instruction, on the behavior of instructors of agricultural occupations.

The study involved eighteen Illinois high school and junior colleges instructors of agricultural occupations who were conducting concurrent work-education programs in agricultural firms and who applied to enroll in the experimental educational program.

The results of the study indicated that (1) the experimental educational program was meeting a critical inservice need of instructors of agricultural occupations,and (2) teacher educators in agricultural education should continue to develop and to offer short-term inservice educational programs to help instructors keep current in the knowledge and skills needed to prepare pupils for entry into non-farm agricultural occupations.

The study offers information of interest to those concerned with guidance counseling, as well as curriculum planners, teachers and administrators.

Maples, Romona C. "Incentives for Success: Parent Paraprofessionals and the Schools," Dissertation Abstracts, 32:1 (July, 1971), p. 840-A.

The study examined the effect of involvement of parents as paraprofessionals in schools upon the success of their children in the schools. Also examined were the consequences of such employment for lower socio-economic parents.

The parents comprising the sample were those working in a school from 1966-70 and having children in the primary grades. Data on the student subjects were obtained from school records. Data from the paraprofessional parents were received from questionnaires, informants, and personnel files.

Analysis of the data showed that the children of paraprofessionals scored higher on a standardized reading test than children in another target area. Also during the period under study the children maintained both positive attitudes and behavior patterns. On the part of the parent-paraprofessionals, a positive change in life style was observed during the period under study.

The study is useful to indicate an approach in which paraprofessionals might be used most effectively in an educational setting.

Maples, Wallace R. "Functions of Chief Student Personnel Administrators of Public Junior Colleges," Dissertation Abstracts, 31:6 (December, 1970), p. 2707-A.

This study should interest any educator charged with implementing an effective personnel administration program at the junior college level, for it describes the functions of six important administrative departments. The departments are admissions and records, financial aid, counseling, student activities, placement, and research.

The research presents the following conclusions: (1) the functions of student personnel administrators are so diverse that a wide range of educational and employment experience is necessary for the successful performance of their duties; (2) at present, student personnel administrators seem adequately prepared for the handling of their job; (3) comprehensive educational programs must be developed to meet the needs of this specialized group of administrators; (4) an internship program as part of the educational curriculum needs to be established.

Martin, Don R. "A Study of Technological Subjects Instructors in the Junior and Community Colleges of the Western United States," Dissertation Abstracts, 31:6 (December, 1970), p. 2708-A.

Although the scope of this study covers only the western portions of the United States, junior and community college administrators may be interested in the profile of the technological subjects instructors offered in this study.

Typically the technological subjects instructor is young, completing further academic training, has worked at his present position less than four years, and therefore may probably seek another position elsewhere in the near future. He is generally not involved in research and seeks supplements to his salary by teaching night courses in his own school or adult education classes at a local high school. Other characteristics are evaluated in the body of the study.

Martin, Eugene. "A Comparative Study of Preparation of Business Instructors in Ohio Community Colleges and Selected Business Instructors in Community Colleges in the United States," Dissertation Abstracts, 31:9 (March, 1971), p. 4602-A.

The study examined the belief of authors that specific preparation for the two-year college instructors too often has been unavailable, limited, and impractical.

Questionnaires were sent to all full time business instructors in Ohio Community Colleges and to selected administrators and instructors at all community colleges in the United States.

Contrasting profiles of the national and the Ohio business teacher are presented. For example, approximately 85 percent of all teachers have a master's degree.

Administrators and instructors recommended the inclusion of professional education courses in a training program, internship in junior college, and work experience.

The study is of interest to educators involved in junior college staff development.

Martin, Waldo D. "The Identification of Occupational Areas for Emphasis in Vocational Education Program Planning," Dissertation Abstracts, 31:2 (June, 1971), p. 6486-A.

The purpose of this study was twofold. First, the researcher attempted to determine a technique to identify occupational needs on which to base a school's vocational education program. Second, the researcher attempted to apply this technique to educational programs in a representative sampling of eighteen communities.

A card sorter technique was used to determine the needs of manpower and of students. Statistical analysis of the data indicated that manpower and student needs corresponded in six occupational categories: clerical and secretarial, data processing, automotive repair, bookkeeping and business machines, and patient care. Since the techniques employed in this study appeared effective in determining the occupational needs of community and student, other educators may wish to apply Martin's techniques before implementing new career education programs.

Martinez, Leonardo. "A Research Model for Curriculum Development and Evaluation in Occupational Education: Application to Mechanical Technology in the Petroleum Industry of Venezuela," Dissertation Abstracts, 33:9 (March, 1973), p. 4909-A.

The purpose of this study was to develop a research model that could be used to analyze the skills and knowledge possessed by job incumbents of an occupation in a selected technological area. The model was designed as a tool for curriculum development and evaluation in occupational education and was applied to a random sample of forty mechanical technicians employed by three petroleum firms in Venezuela. The primary objective was to apply the research model in exploring the skills and knowledge possessed by these technicians, the contribution of the school and the job in teaching them, and the relative importance of their skills and knowledge in their job performance.

It was found that there are three major curriculum areas of concern in the preparation of mechanical technicians for these firms: the conceptual area, the application area, and the overlapping area. Martinez describes the unique roles of the school and the job. The author describes four ways in which the research model may prove to be an effective and unique tool for curriculum development and evaluation in occupational education.

This study is a valuable reference for leadership in career education curriculum or program development.

Matthews, Paul J. "Developing Occupational Demand and Performance Curricula in Mathematics for Vocational-Technical Education at the Tulsa Area Vocational-Technical Education Center," Dissertation Abstracts, 33:1 (July, 1972), p. 664-A.

The purpose of the study was to provide schools with a model to identify and correct mathematic deficiencies by using an individualized diagnostic and correction approach. The assumption was that only certain mathematical concepts are needed in any given vocational area. If a student were deficient in the necessary mathematical concepts these could be isolated and the student could be given prescribed packages of correction material necessary for his needs.

This assumption was tested by forty-seven vocational students with 460 deficiencies in seventeen mathematical concepts. The correction material used with these students was comprised of cassette and videotapes, printed drill materials, records and filmstrips. After fifty-nine school days, the students had corrected 308 of their 460 deficiencies. Twenty-four of the forty-seven students corrected all of their deficiencies. The study could serve as a model for other areas of education where specific knowledge skills are needed for specific jobs.

Mayfield, Winifred A. "History and Analysis of the Educational Contributions of Industrial Arts Student Clubs," Dissertation Abstracts, 31:3 (September, 1970), p. 1051-A.

The purpose of this study was to determine the basic educational contributions of industrial arts student clubs in the public schools. The collected information will aid educators in identifying the activities which help achieve desired educational goals beyond those common to the classroom.

The questionnaires were designed and sent to 1,031 participants, consisting of principals, state and local supervisors, national club sponsors, local club sponsors, and students in 35 states.

The findings indicated that industrial arts student club activities encourage (1) more student interest and educational achievement, (2) better instructional programs, (3) more curriculum development and change, (4) better student-teacher relationships, (5) professional growth of the teacher, (6) teacher recruitment, and (7) better understanding of industrial arts by the administration and the community.

Recommendations provided can be used to conduct more effective and better industrial arts club activities.

The study provides information useful to guidance counselors and teachers who serve in an advisory capacity to student clubs.

Maynard, Peter E. "Assessing the Vocational Maturity of Inner-City Youths," Dissertation Abstracts, 31:9 (March, 1971), p. 4468-A.

The purpose of this study was to determine the applicability of the developmental construct of vocational maturity, as developed by Super and by Crites, to those living in marginal socio-economic circumstances. The instruments, Crite's Vocational Development Inventory (VDI) and the author-developed Vocational Questionnaire were administered in farm schools of varying socio-economic situations. It was concluded that using the VDI with urban lower socio-economic groups was impractical because the instrument inherently has a heavy loading of intelligence factors, seems culture bound, and its reliability for these students is questionable.

The study is of particular interest to those involved with career development in inner-city schools.

Mazzuchi, John F. "The Influence of Scholastic Aptitude and Interpersonal Values on Exploratory Career Choice: a Study of Twelfth Grade Girls in Independent Catholic Schools," Dissertation Abstracts, 33:1 (July, 1972), p. 572-A.

The study sought to determine how interpersonal values and scholastic aptitude influenced the career choices of high school senior girls. A review of the literature revealed that most studies of career choice have not dealt with the dynamics of women's career choices.

The sample for the study consisted of 135 senior girls from a girl's high school in Washington, D.C. The girls were in three groups according to vocational choice of intellectual, social, or artistic environment. Aptitude and interpersonal values were tested. The data were analyzed using seven null hypotheses. The conclusion of the study was that neither scholastic aptitude nor interpersonal values discriminated among the three groups sufficiently enough to be adequate predictors of vocational choice for high school girls.

The dissertation is important in that it is concerned with the dynamics of vocational choice among women.

McCabe, Fred J. "A Comparison of Selected Psychological, Sociological, and Educational Characteristics of Occupational, Academic, and Vocational Groups," Dissertation Abstracts, 31:7 (January, 1971), p. 3273-A.

The purpose of the study was to identify the differences and similarities of three groups of high school graduates on the basis of data in their cumulative record folder. The sample included occupational workers one year out of high school, college students, and vocational students.

Data in the cumulative folders were classified as psychological and educational. Analysis of the data revealed that (1) academic students throughout their school careers had scored significantly higher on intelligence tests than occupational workers or vocational students; (2) data classified as sociological were not significantly different for any of the groups; (3) on data classified as educational, academic students scored significantly higher in subject matter areas than did either of the other two groups.

This study would be of interest to career counselors, teachers, and curriculum specialists.

McCormick, Roger D. "The Influence of Dissimilar Group Guidance Activities upon the Vocational Interests of Eighth Grade Pupils," Dissertation Abstracts, 30:12 (June,1970), p. 5243-A.

Three different group guidance activities were investigated in this study in order to determine their influence on the students' measured vocational interests. The three groups consisted of (1) a control group which received no vocational counseling; (2) an experimental group which received a traditional vocational guidance program; and (3) another experimental group which received an enriched vocational guidance program through the use of a multi-media approach.

Many of McCormick's findings indicate that (1) an enriched group guidance program enables participating students to become less rigid in their vocational thinking; (2) only a slight relationship seems to exist between the students' expressed and measured vocational choices; (3) participation in an enriched group guidance program causes students to become less certain about how well they know their vocational interests.

The study is of interest to guidance counselors, curriculum specialists, administrators and teachers.

McGee, Thurman E. "A Study of Certain Factors and Their Interrelationships in Teacher Education at the University of Tennessee, Knoxville," Dissertation Abstracts, 31:9 (March, 1971), p. 4602-A.

The study seeks to present a comprehensive picture of the teacher preparation program at the University of Tennessee, through the presentation and analysis of data concerning characteristics, performances, and opinions of graduates who recently completed the teacher education program. The data gathered were envisioned as a valuable source of information for future educational planning.

Data were obtained from (1) the students' permanent record file; (2) the National Teacher Examination Report of Scores; and (3) a questionnaire mailed to all participants.

College grade point averages were generally found to be significantly related to performance on national teacher testing instruments.

Changes recommended by participants include (1) adding a course dealing with classroom discipline; (2) requiring courses in audiovisual aides; (3) making methods courses more practical and less theoretical; (4) consolidating the three foundations courses now offered into one course; and (5) providing more actual teaching and observing experiences before the senior year.

Methods courses in their areas, student teaching, and educational psychology were the courses participants considered most useful. Educational foundations, school health, and some methods courses were the least useful experiences.

The study is of interest to educators involved in planning college teacher preparation programs.

McHugh, William T. "A Study of the Differences in Self Concept and Occupational Role Concepts of Young Women and Middle-Aged Women in Occupational Training Programs," Dissertation Abstracts, 31:7 (January, 1971), p. 3273-A.

The study proposes to investigate the effects of age as it relates to the self-concept of women. The fifty women who made up the sample were divided as follows: twenty-five women in the eighteen to twenty-five age group and twenty-five women in the thirty-five or over age group. Both groups were involved with occupational programs at a local community college.

Both groups were compared on their ratings of self-concept. The analysis of the data in all areas studied showed no significant differences between the women of the two age groups.

The study offers information useful to career and guidance counselors, teacher trainers and administrators.

McKee, James E. "A Study of the Academic Performance of Junior College Transfer Students," Dissertation Abstracts, 31:9 (March, 1971), p. 4425-A.

The general purpose of the study is to evaluate the performance of junior college transfer students at Bethal College and to generalize as much as possible so as to transfer students in all junior colleges.

The recommendations are important because junior colleges are often seen as a prime vehicle for career education. Two of the recommendations are that research is needed in both junior and senior colleges in order to improve articulation, selection, admission, and guidance services for transfer students and that research is needed in the problems of social and emotional adjustments of junior college transfer students.

McKenna, Constance V. "Employment and Career Potential for Paraprofessionals Utilizing Home Economics Knowledge and Skills," Dissertation Abstracts, 32:5 (November, 1971), p. 2569-A.

The study was designed to determine employment patterns of paraprofessionals using home economics skills as a part of their duties performed in human service agencies. A guided interview was conducted to gather data from 132 paraprofessionals. Analysis of the data were aimed at describing the paraprofessional group under study.

Some of the conclusions of the study were that (1) paraprofessionals working in human services agencies use home economics skills and knowledge as an important facet of their duties; (2) generally, paraprofessionals extend the capacities of the professional; (3) paraprofessionals are an occupational group of diverse ages, educational background and work experiences; (4) paraprofessionals felt that a curriculum oriented about family problem-solving would be valuable.

Some recommendations were as follows: (1) qualitative and quantitative measures should be developed to evaluate paraprofessionals with home economics skills; (2) more study should be directed at the paraprofessionals and their perceptions of their own personal change, aspirations, job responsibility, and attitudes toward the community.

Although this study seeks data from these paraprofessionals utilizing the specific skill, home economics, some findings bear implications for skills in other areas of the human services.

McLoughlin, Paul D. "Adult Participation in Program Learning," Dissertation Abstracts, 32:1 (July, 1971), p. 723-A.

The purpose of the study was to determine the effect of adult participation in the planning of an educational program on their achievement and attitude. Four classes in a career development program offered by the Office of Civil Defenese Staff College comprised the sample. The four classes were divided into two groups, Phase 1 and Phase 2. One section in Phase 1 participated in a program which they had assisted in preparing. The other section in Phase 1 did not participate in the planning of a program, but participated in the program as developed by the first section. The Phase 2 group replicated the Phase 1 program.

Adult educators and continuing education specialists should be able to incorporate McLoughlin's findings into their own adult education projects. Although educators often felt that adults who planned their own educational program increased their learning and satisfaction, only minimal exploratory research had been done in this field. McLoughlin's studies in this area resulted in two major conclusions. First, adults designing their own programs develop a more positive attitude about their educational experiences. Second, planning their own programs does not appear to affect adult achievement levels.

The results indicated that participation in the planning of the program had developed a more positive attitude from the participants toward the program. However, there was no evidence that achievement had been increased by such participation.

The dissertation would be of special interest to those involved in course design in career education.

McNamara, James F. "A Mathematical Programming Model for the Efficient Allocation of Vocational-Technical Education Funds by State Education Agencies to Local School Districts," Dissertation Abstracts, 31:9 (March, 1971), pp. 4425-A.

The purpose of this study was to develop a mathematical programming model which provided a state education agency with new information to evaluate decisions about the efficient allocation of vocational educational funds to local school districts. Specifically, the model was designed to provide a method for examining the long term consequences of alternative strategies that the decision maker may wish to implement in the state system.

The model was developed in keeping with the guidelines for a Program-Planning-Budgeting System which force the decision-maker to focus on inputs and outputs rather than inputs alone, to assure the decision maker a choice of valid comparable alternatives, and to build a dimension over time that tries to see today's decisions in terms of their longer term consequences.

The model was applied to a selected set of vocational-technical education programs in the Philadelphia, Pennsylvania labor market area. This application demonstrated that the model could be applied to any labor market.

Meerbach, John C. "A Study of the Relationship of Creativity, Vocational Maturity, and Vocational Choice among Eighth Grade Students," Dissertation Abstracts, 32:7 (January, 1972), p. 3695-A.

The problem in this study was to determine the relationships among vocational maturity, expression of vocational choice, aspects of creativity and sex of students from a sample of eighth grade students.

Some of the conclusions were that creative individuals tend to show more vocational maturity than less creative people.

Expression of vocational choice and creativity correlate highly with vocational maturity. Differences of sex may also be influencial in vocational decision-making.

Meier, Mary A. "Development of a Vocational-Educational Inventory," Dissertation Abstracts, 31:1 (July, 1970), p. 157-A.

Guidance counselors should benefit from a reading of this study; a useful tool, the Vocational-Educational Inventory, is described in terms of its development and use. The VEI was validated and used by four UCLA Extension Counseling Center psychologists and four additional psychologists who agreed on the inventory's relevance.

The Vocational-Educational Inventory suggests the following possible uses: (1) stimulating students to think about their vocational plans, (2) providing the counselor with information about how the student sees himself, (3) assisting the counselor in identifying those students unsure of vocational choices and are in need of counseling, and (4) evaluating the effectiveness of counseling.

Meyer, John D. "Competencies Needed and Possessed by Vocational Education Administrators," Dissertation Abstracts, 31:4 (October, 1970), p. 1548-A.

The purpose of the study was to determine the competencies needed and the competencies possessed by vocational education administrators at the following levels of administration: top management, middle management, and supervisory management.

A majority of administrators reported that they acquired the competencies they possess "on-the-job".

It was recommended that curriculum at teacher training institutions be designed to meet the needs of administrators based upon the scalar level of educational management that the individual wishes to pursue. Internship programs were also recommended for individuals wishing to pursue vocational education management occupations. The dissertation is of interest to educational administrators and curriculum planners.

Mikesell, James J. "A Model Determining Optimal Paths for Individual Investments in Education, with Applications to Metal Workers," Dissertation Abstracts, 31:2 (August, 1970), p. 530-A.

This study develops a model which applies capital theory and optimal route procedures to individual investments in human capital, through education. Activities used are general education, vocational education, and occupations. Estimates of personal and social values as well as time parameters are included in the model. The applied model is run to show differences in occupational rankings under the criteria of social values or private values and consequent differences in the desirability of continuing in general education or vocational education. Also treated are effects of unemployment, disability, subjective values, risk, and other non-quantitative factors on the present-value of a lifetime's activites.

If long range comprehensive career education planning is to be effective, it must have models sophisticated enough to accomodate all relevant variables. This study might be of interest to those attempting to construct such models.

Miller, James Arthur. "Functional Competencies Needed by Industrial Arts Instructors to Adequately Perform in Contemporary Industrial Arts Laboratory/Classrooms," Dissertation Abstracts, 32:4 (October, 1971), p. 1896-A.

The purpose of this study was to assess the competencies most needed by teachers of industrial arts. The results show that personal and behavioral competencies are of primary importance. Teaching methods and techniques were found to be of more importance than the informational course content. It was considered important for the industrial arts instructor to be able to inform students of employment opportunities and the needs of industry. Instructors were found to increase competencies if they provided students with group projects, mass production units, and creative independent work. Industrial arts educators should find this study an invaluable aid in increasing teacher effectiveness in the classroom.

Morris, Jerry Dean. "The Role of the Instructional Teacher Aide in Arkansas Public Schools, 1969-1970," Dissertation Abstracts, 32:2 (August, 1971), p. 708-A.

Although this study was conducted in the state of Arkansas, it is useful in that it presents one clear profile of the teacher aide and makes several interesting recommendations based on the findings.

The author investigated Arkansas teacher aides in light of administrative practices, actual duties, desired duties, and biographical information. Several conclusions reached were that teacher aides have become closely involved with instructional and pupil control activities, that there is an absence of policies for utilizing and evaluating teacher aides, and that the training of teacher aides is not commensurate with their assigned responsibilities. The author believes that it is of paramount importance for professional educators to develop plans for the maximum utilization of teacher aides which would include the effective preparation, selection and training of teacher aides.

Moten, Chauncey Donald. "A Study of Perceived Changes in Behavior, Attitudes and Outlook as Related to Participation in a University-Conducted Four-Year New Careers Program," Dissertation Abstracts, 33:9 (March, 1973), p. 4689-A.

This study, conducted in Detroit, Michigan, using an interview questionnaire, explores whether a New Careers teacher training program produces perceived changes in behavior, attitudes and outlook that assist participants in overcoming four manifestations of poverty: deprivation, powerlessness, insecurity, and limited alternatives.

The questionnaire items, based on these four manifestations, are constructed under nine subcategories: background information, family, home, health, life-style, community involvement, education, employment, and New Careers program involvement. Each item is analyzed to determine which of the manifestations it best represents.

Statistically significant differences are discovered in all major and subcategorical areas, suggesting that participation in the New Careers program does bring about certain positive changes in attitudes and perceptions over the period of the study. Suggestions for further study and research are listed as well as recommendations which might be utilized in improving the operation and development of other New Careers programs.

Munson, Jonathan P. "An Investigation of the Relationships of Values and Curriculum Selection to Vocational Maturity," Dissertation Abstracts, 31:9 (March, 1971), p. 4470-A.

The study was undertaken in order to investigate the relationship of values and curriculum selection to vocational maturity. Three general questions were considered namely, (1) what are the differences among the vocational maturities of twelfth grade students who are pursuing either college-bound, or general, or work-study, or technical programs; (2) what is the relationship of vocational maturity to the expressed values of twelfth grade college-bound, general, work-study, and technical students when they are considered both collectively and individually; (3) what is the relationship of vocational maturity to the expressed values of selected ninth grade students?

Randomly selected seniors and freshman were administered the Vocational Development Inventory and the Value Identification Profile.

The study draws a general conclusion that there was no significant difference in vocational maturity among groups, but from greatest to least vocational maturity the groups ranked (a) college bound, (b) work study, (c) general, and (d) technical. Many separate factors on the two tests are compared to each other and reported.

Findings would be of interest to educators involved in secondary level career planning programs.

Nash, McKinley M. "An Investigation of the Relationships of Knowledge of Occupations and the Educational, Personal, and Social Characteristics of Black Secondary Students," Dissertation Abstracts, 33:10 (April, 1973), p. 5626-A.

Some of the purposes of the study were (1) to determine what Black male secondary students knew about occupations; (2) to determine the relationship of selected educational, social, and personal characteristics with the knowledge these same students had of occupations; (3) to derive the requisite data for the development of programs and occupational information for Black teenagers.

The data for the study were collected from tenth grade boys in a southern metropolitan Black high school. Group data were obtained by using the Parnes Occupational Information Test and the Sims SCI Occupational Rating Scale. Individual tests scores from the California Test of Achievement and information about individual educational and social characteristics were obtained from school records.

Some of the findings were that (1) there was limited knowledge of occupations among the students; (2) reading achievement and knowledge of occupations were associated; (3) the educational level of the head of the household and knowledge of occupations were associated; (4) students were not aware of the educational requirements of their aspired or expected occupations; (5) the educational program received by the students was not consistent with their occupational aspirations.

Nau, Louis Y. "A Projective Analysis of Adult Learner Personality Attributes," Dissertation Abstracts, 31:2 (June, 1971), p. 6332-A.

This study attempted to determine whether adults who had interrupted their formal schooling for at least a year and then returned to complete their education would exhibit different personality traits than those adults who had finished their formal schooling with no interruptions.

The Structured Objective Rorschach Test (SORT) was submitted to a random sample of technical college students. After quantifying the statistical data, Nau indicated that the interrupted adult learners' personality traits were not significantly different from those who had had no break in their learning experiences. The experience and personality factors of the adult learner are still open questions which suggest further research in this area.

Nave, Wallace K. "Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes and Values," Dissertation Abstracts, 30:11 (May,1970), p. 4758-A.

The participants in the three week National Teacher-Trainer Institute at North Carolina State University were the subjects of this study which investigated the attitudes and characteristics of adult basic education teacher trainers.

Race was found to suggest differences in major value orientations. The Negroes in the study tended to be more people-oriented and the Caucasians tended to be more politically and economically oriented. The major value orientations did not appear to differ according to sex, and the expressed attitudes toward adult education in general were quite favorable. This is an interesting study with applications in teacher training and continuing education.

Newton, Eileen Bernedette. "Teachers Aides: a Study of the Differential Perceptions of Teacher Aides and Their Teachers Regarding Selected Functions of Aides in Pre-Kindergarten and Kindergarten Classes," Dissertation Abstracts, 32:5 (November,1971), p. 2314-A.

The dissertation describes several concurrently expanding functions of forty teachers' aides, working in pre-kindergarten and kindergarten classes. The data were collected from large inner-city schools on the East Coast.

Some of the conclusions of the dissertation were that aides have an important educational function involving teachers, children and parents; the aides work within the community involved in strong unconventional patterns of interaction not readily revealed by formal questionnaries; there are few incentives to encourage males to be aides.

Some recommendations were as follows: allow aides to share daily, routine tasks; provide instructional assistance; offer encouragement and support. Aides should acquire skills necessary to work with the uncommunicative and disturbed child. Young male adults should be encouraged to enter the program, and career education and preparation in this area could be further developed.

Nichol, John S. "The Use of Vocational Discussion in Small Groups to Increase Vocational Maturity," Dissertation Abstracts, 30:9 (March, 1970), p. 3733-A.

The study was undertaken to investigate whether vocational maturity can be increased through participation in vocational discussion groups.

Experimental and control groups of 140 students were selected from all the ninth grade students in a junior high school. The experimental treatment consisted of vocational discussions in small groups of ten led by a group leader. Each group met one period a week for eight weeks.

Although it is difficult to draw any positive conclusions from this study, the author assumed that exposure to vocational discussions would result in a noticeable increase in vocational maturity. Also, the author and the counselors involved in the study felt certain that the experimental students were interested in the discussions and seemed to participate with enthusiasm in the discussions and tests.

A study of this type could provide valuable knowledge for educators, counselors, and teachers. It might help them perform their duties more effectively.

Norton, Francis H. "Counselor Preparation: an Analysis of the Supervised Training Experience in Selected Counselor Education Programs," Dissertation Abstracts, 30:9 (March, 1970), p. 3733-A.

This study was undertaken to analyze the supervised training experiences of counselor education programs at selected colleges and universities as to types of experiences; levels of supervision; extent of separate programs for elementary, secondary, and student personnel workers; extent of compliance to recommended standards to APGA, and the utilization approaches in the training experience.

The findings indicated that the supervised training experience at the institution investigated showed trends to (1) more extensive training experiences for counselor candidates and (2) a greater variety of programs being offered by colleges and universities to equip counselors for working outside of the school environment. Counselor educators also showed a strong tendency to agree in the supervisory approach used most frequently in the practical training experience.

As a result of this study it is recommended that (1) a volunteer supervisory program be initiated to assist counselor education programs to move toward closer adherence to recommended APGA standards; (2) an internship-type experience be instituted for counselor candidates to assist their development in coping effectively with the various ramifications of the training experience, and (3) counselor educators conduct evaluation of both staff and programs in terms of present-day student needs.

Colleges and universities offering counselor education programs could use the recommendations as guidelines to improve their programs to produce better qualified counselors who can work effectively in any situation.

Norton, Paul G. "A Study of How Levels of Achievement and Anxiety toward Education Affect Older People's Participation in Adult Education Programs," Dissertation Abstracts, 31:5 (November, 1970), p. 2092-A.

Adult education instructors, administrators, educational development specialists, and researchers should find Norton's study highly interesting, for it intensively investigates the characteristics of elderly participants and non-participants in adult education programs.

An evaluation of the measurement instruments used in the study revealed several characteristics of elderly adult education participants, namely (1) they appear more often to be single or divorced and have fewer children than non-participants; (2) age, sex, and lenght of time lived in the community were not determing factors; (3) participants tended to have a higher level of education and occupational employment than did non-participants; (4) participants tended to have a lower level of anxiety and high level of achievement than non-participants; (5) participants in adult education programs have a higher level of confidence in their abilities, and a sounder psychological adjustment to the process of aging than non-participants.

A profile marked by high anxiety and low achievement emerged concerning the non-participants. Their anxieties were seen as negative evaluation of confidence, feeling a loss of ability to learn as a result of aging, and a feeling of insecurity as a result of previous educational experiences.

Nudson, Henry Marion. "Guidance Needs of Adult Students with Implications for an Adult Education Guidance Program," Dissertation Abstracts, 33:7 (January, 1973), p. 3244-A.

The purpose of this study was to (1) assist in formulating guidelines for the development of an effective adult education guidance program based on an investigation of the guidance needs as perceived by adult students, adult student subgroups, and adult school administrators and counselors; (2) evaluate opportunities for guidance in the adult schools, and (3) determine which of the guidance needs should be served in an effective continuing education guidance program.

The study sample was a random selection of adult students from twenty-eight community adult schools of the Los Angeles City Schools. An administrator-counselor sample was representative of principals, vice principals, and head counselors assigned to the same community adult schools. The three inventories used to collect data in this study consisted of fifty statements encompassing the following cluster of guidance needs: educational, personal-social, vocational, consumer economics, and family life.

The major findings of this study were listed and discussed. Two of the major conclusions of the study were that (1) the

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nature and extent of guidance services provided by an adult school should vary with the types of students served, and (2) appraisal of client needs for planning and organizing adult school services is feasible.

It was recommended in this study that (1) adult schools intensify their efforts to build guidance services on a foundation of student needs; (2) the staffing of adult school guidance programs be differentiated on the basis of the types of students served; (3) one of the basic institutional functions of adult education be the guidance function.

Okun, Barbara F. "A Study of the Variables Affecting the Occupational Choice of Women 12-20 Years after College Graduation," Dissertation Abstracts, 31:11 (May, 1971), p. 5960-A.

This study should interest adult and continuing education program directors. It studied the occupational choices of married women college graduates who had spent at least seven years as a full-time homemaker and who had graduated from college twelve to twenty years previously.

The study reveals that women return to work for personal reasons, citing fulfillment and utilization of talents as motivating factors. The choice of a particular job is made for reasons such as location, hours, and convenience, but the choice of career field is generally consistent with previous experience, current interests and activities, and the availability of opportunities. The undergraduate major did not seem to suggest current occupational choice. The working women cited several major problems: guilt over spending time away from their families, role conflict between homemaker and worker, and physical fatigue.

Ollio, Phillip A. "Perceptions of the Role of Teaching Aides as Reported by Selected Principals, Teachers, and Teacher Aides in Dade County, Florida," Dissertation Abstracts, 32:7 (January, 1972), p. 3869-A.

The purpose of the study was to determine the congruence existing among principals, teacher aides and teachers regarding the role of the teacher aide.

Samples of principals, teachers, and teacher aides responded to a twenty-two-item inventory with a provision for weighted responses. The inventory showed that there was a low degree of congruence among the three groups regarding the teacher aide role. One of the conclusions of the study was a recommendation for preservice and inservice training involving principals, teachers, and teacher's aides. Such training would permit a mutual understanding of the role to evolve among the three groups.

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Olson, Herbert A. "The Development and Composition of a Model Industrial Advisory Council for the Technical-Vocational Program of the Community College," Dissertation Abstracts, 33:8 (February, 1971), p. 3834-A.

The purpose of this study was to develop a rationale for a model industrial advisory council working with the vocational program of a community college. The rationale for such a model was developed around the concepts of composition, size and nature of the membership to the council, and the operational aspects of the council, that would permit it to communicate its ideas effectively with the college. The model also considered the council's orientation toward the technical-vocational needs of the community and the individual.

The study would be of special interest to community colleges initiating programs in vocational-technical education, as well as those administrators developing programs in career education who could adapt the model to their special needs.

Orr, Ralph. "Credentialing Trade and Industrial Teachers," Dissertation Abstracts, 31:9 (March, 1971), p. 4646-A.

The study sought to determine if there were significant differences in performance on trade competency and trade vocabulary tests among secondary school trade and industrial education teachers, non-teaching tradesmen, and secondary school industrial arts teachers in the fields of auto mechanics, carpentry, and machine shop. Other variables included length of on-the-job experience and academic degrees possessed by the teachers.

Profiles are reported. The only significant differences were between trade and industrial teachers and industrial arts teachers. The variables of academic degrees and length of trade experience were generally non-significant.

The study is of interest to those involved in training industrial and trade teachers as well as to administrators.

Oxley, Vincent E. "Trade and Technical Instructional Materials: Their Status, Preparation, and Use," Dissertation Abstracts, 30:8 (February, 1970), p. 3298-A.

One of the major purposes of the study is to ascertain what features trade and technical teachers value in instructional materials.

Information forms were developed and sent to the state departments of education, instructional materials laboratories, and trade and technical teachers to secure data pertaining to the status, preparation, and distribution of instructional materials.

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The findings revealed that teachers indicated the following features as desirable for instructional materials: (a) materials bound separately for students and for teachers with pages removable; (b) materials for students, of an objective nature, geared to the average student with analysis near the front, comprehensive reference lists, progress records, course objectives, and section on the nature of work, opportunities, and requirements for entry into the field, and essential personal and social traits of workers; (c) materials for teacher use containing suggested lesson plans, demonstrations, objective tests, and analysis of the occupations.

The study provides information ~~on the~~ desired characteristics of trade and technical instructional materials which could be used in the development of more effective instructional materials in the field specified.

Panico, Victor G. "The Potential Role of the Teacher Aide in the Public Secondary School Business Curriculum," Dissertation Abstracts, 32:3 (September, 1971), p. 1197-A.

Those educators charged with developing curricula in paraprofessional fields should find this article of interest. The purpose of the study was twofold: (1) to determine the duties and responsibilities of teachers aides in the business curriculum, and (2) to suggest methods of utilizing the teacher aides more effectively. Data suggested that teacher aides do not presently play a significant role in the public school.

Park, Young. "The Junior College Staff: Values and Institutional Perceptions," Dissertation Abstracts, 31:9 (March, 1971), p. 4496-A.

This study directed its attention to the following question: what are the major personality characteristics of the Junior college teacher and the junior college as an institution?

Milton Rokeach's Value Survey and Arthur Cohen's Staff Survey were used.

Since junior colleges are often seen as centers for the implementation of career education, the study would be of interest to educators concerned with programs at that level.

Parks, Gerald A. "Industry-Education Mutual Involvement in Industrial Teacher Preparation and Upgrading," Dissertation Abstracts, 30:9 (March, 1970), p. 3754-A.

The purpose of the study was to identify and then describe prevailing patterns and promising practices of such joint participation between teacher education institutions and industries of the United States in the following two areas: (1) in the initial preparation of industrial education teachers, and (2) in the upgrading of those in service.

Some recommendations concerning teacher preparation, based on conclusions and observations of the researches, are (1) to incorporate industrial experiences into the preparation of industrial arts teachers; (2) to schedule student teaching experiences after industrial experiences to minimize loss of potential teachers to industry; (3) to inform the employer of the desired experiences it is hoped the student-worker will obtain; (4) to make certain that the company knows that the employee is enrolled in a teacher preparation college curriculum; (5) to staff such a program adequately to allow for frequent visitations and proper coordination of the plan, and (6) to choose coordinators carefully so that they will initiate and maintain good relations with industry.

The study provides some useful guidelines which can be applied by teacher training institutions conducting similar programs. Teacher educators, vocational educators, administrators, and curriculum specialists involved in career education programs may be interested in the study.

Parsons, Gerald E. "Needs and Interests of Iowa State University Alumni in Continuing Education," Dissertation Abstracts, 31:9 (March, 1971), p. 4443-A.

The purpose of the investigation was to study factors related to the development and implementation of continuing education programs for Iowa State University alumni. A six-page questionnaire was mailed to 934 alumni who graduated between 1926 and 1965.

Alumni in the study showed a definite commitment to continue their education. They expected Iowa State University to make programs available for them. The department in which the alumni last enrolled is not a highly relevant source for continuing education. College of Veterinary Medicine and College of Home Economics alumni placed a higher value on continuing their education, had higher levels of participation in continuing education, and had a higher mean level of expected participation in alumni continuing education. Engineering and Sciences and Humanities graduates consistently had lower levels of participation. Other findings are reported. The study is of interest to educators involved in post-college career planning.

Pate, Dove Henry. "The Recreational Function for Industrial Arts Education: Origins, Principles, and Guidelines," Dissertation Abstracts, 32:2 (August, 1971), p. 766-A.

Continuing education specialists, career education curriculum specialists, and other career education personnel should be intrigued by the ramifications for career education present in Pate's study. Pate hypothesizes that since post-industrial society will be attended by a corresponding rise in leisure time, the vocational-industrial segment of American education will be required to provide education for leisure. The study, therefore, concerns itself with the origins, principles, and guidelines relevant to a recreational role for vocational education. Guidelines for the implementation of this recreational function are organized under curricula, participants, leadership, methodology, media, facilities, and evaluation.

Peck, Isaac D. "A Test of Holland's Theory: Personality Type and Vocational Choice with Community College Students," Dissertation Abstracts, 31:11 (May, 1971), p. 5775-A.

J. L. Holland's theory of vocational choice was tested in this study. Holland's theory implies that choice of vocation leads to the implementation of a specific personality type--realistic, intellectual, social, conventional, enterprising, and artistic. In other words, a person's personality type generally agrees with his vocational choice and vice versa.

The VPI, Holland's Vocational Preference Inventory, was found to be a relatively accurate means of correlating vocational choice and personality type. It predicted idealistic career choices, practical career choices, and major fields of study effectively. Such a testing device presents improved measuring techniques in the field of vocational counseling.

Pelkey, Edward Lewis. "The Effect of Occupational Exploratory Experiences upon the Occupational Awareness and Occupational Analysis of Junior High School Seventh and Eighth Grade Students," Dissertation Abstracts, 33:9 (March, 1973), pp. 5055-A - 5056-A.

The intent of this study was the partial investigation of Ginzberg's theory of occupational choice which states that increased realism is due to chronological developmental processes which take place within individuals during the formative years. The specific purpose was to investigate the effect of a career guidance program upon junior high school seventh and eighth grade students.

Two Michigan public school systems provided the sample populations utilized in this study, and an experimental and control group were employed. Pre-post tests and a one-tailed *t* test were used to analyze the collected data.

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This study found a positive relation between occupational exploratory experiences, occupational awareness and occupational analysis for the experimental seventh and eighth grade junior high school students. No significant difference was evident when the occupational awareness at the experimental seventh grade level and occupational analysis at the experimental eighth grade level were compared.

Pellegrin, Jr., Joseph. "Perceived Priorities and Functions for Occupational Training in Ohio and Wisconsin," Dissertation Abstracts, 31:12 (June, 1971), p. 6316-A.

The purposes of this study were to obtain and classify into patterns rankings of priorities and functions for occupational training, and to test the possibility of relationships between these rankings and the quality of occupational programs provided. Perceptions were gathered from school board members, superintendents, and experts responsible for occupational training programs in Wisconsin and Ohio. Six occupational training variables were basic to the research instrument: organizational structure, manpower needs, student needs, guidance functions, societal needs, and costs. High agreement on priorities was found both within and between states. Items ranking first in priority included assigning advisory groups a more active role; basing high school occupational program content on state manpower needs; and providing students with knowledge to meet consumer needs.

This is an appropriate study for educational administrators and those involved in determining priorities for new programs.

Pino, Jacob F. "Employer Ratings of the Suitability of Certain Occupations for Deaf Persons and the Vocational Status of Deaf Employers in Certain Industries," Dissertation Abstracts, 31:9 (March, 1971), p. 4588-A.

This study had the following twofold purpose: (1) to examine reluctance on the part of business and industry to the employment of deaf persons, and (2) to determine the degree of satisfaction on the part of business and industry with the effectiveness of deaf persons presently employed.

Findings reveal that almost 95 percent of the deaf persons employed worked in businesses of over 1,000 employees. Also, only 10 percent of deaf employees communicated by speech alone; the majority of deaf employees were laborers and machine workers, and opportunities for advancement for over 80 percent of deaf workers were either limited or absent. However, employers having experience with deaf employees expressed satisfaction with the job performances of the deaf.

Teachers of the deaf and specialists charged with developing programs for vocational deaf education programs would profit by a reading of this study.

Piskula, Chester J. "Identifying Developmental Tasks and Creating a Systems Model for a School Career Education Program," Dissertation Abstracts, 33:10 (April, 1973), p. 5626-A.

Since career education appears to be one of the major strategies for achieving more effective utilization of our human resources, the purpose of this study was to identify the developmental tasks of a school career education program and to create a systems model for introducing and maintaining such a program. An attempt was made to answer the following questions: what is career education; why is career education important; what role should the school play in providing career education opportunities; how can a career education program be successfully introduced and maintained in a school system; what are the implications of a school career education program for learners, teachers, curriculum specialists, administrators, school boards, and the public at large?

Robert S. Havighurst's vocational development schema was used to specify the developmental tasks and stages of a career education program; a systems model for a school career education program which gives recognition to the developmental tasks promulgated by Havighurst is presented. Summaries and implications for application and future research are provided.

The abstract suggests that the information contained in the dissertation would be useful to a broad range of persons concerned with career education, namely, curriculum specialists, school administrators, teachers, etc.

Planz, Charles A. "Perceived Equity and Its Relation to Attrition among Early Career Male Teachers in Selected School Districts," Dissertation Abstracts, 31:9 (March, 1971), p. 4429-A.

The purpose of this study was to determine the relationsip between male teachers' perception of equity and their leaving a teaching position. If a teacher did not receive nor have the opportunity to receive rewards based on his contributions or performance as a teacher, a situation of perceived inequity would exist. If the degree of perceived inequity was high enough, it would be directly related to leaving the teaching profession.

The findings of the study statistically supported the major hypothesis: "stayers" perceive a higher degree of equity than "leavers."

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The implications of the study are important for career educators in developing positions for teachers.

Plunkett, Robert A. "A Comparison of Texas Junior College Administrations and Their Functions to Determine 'Progressive' Characteristics," Dissertation Abstracts, 30:12 (June, 1970), p. 5173-A.

Plunkett's study is relevant to the concerns of junior college administrators and boards of trustees across the country. The study investigates progressive junior colleges and their methods of delegating administrative functions. In general, Plunkett believed that a college with good two-way communication between administration and faculty would have a higher rate of innovation than a college lacking such a system.

The research revealed that the more effective the communications of a school, the wider spread the innovations throughout the school. In schools with only one-way communication, innovation usually appears in the form of increased federal or state funding for projects. There also appears to be a correlation between the rate of faculty turnover and the lack of effective communication in such schools.

Potter, Denis Arthur. "A Comparison of Selected Interests and Demand of Parents, Teachers, Counselors, and Administrators as They Relate to the Role of Career Education in Grades K-12 in the Weber County School District," Dissertation Abstracts, 33:9 (March, 1973), p. 5044-A.

The purpose of this study was to analyze and compare selected interests and demands of parents, teachers, counselors and administrators as they related to the role of career education. A Likert-type questionnaire was administered to parents, teachers, counselors and administrators in the Weber County School District.

Comparisons between groups were made concerning (1) the need for career education, (2) the role of the school as it related to career education, (3) the responsibility of different grade levels relating to career education, and (4) the perceptions of students concerning career education as these perceptions related to the demands and interests of parents, teachers, counselors and administrators.

The author offers several observations on career education as a result of the questionnaire's data. The major conclusions reached as a result of the analysis of data include the following: (1) career education is generally supported by society questioned;

(2) the school should provide for skill development and job orientation; (3) an increase in the emphasis on career education at various levels is needed; and (4) students support the need for career education, but presently are not able to profit from it to the extent that it is necessary.

Poulin, Donald Alphonse. "The Effects of Career Orientation on Vocational Interests and Occupational Plans," Dissertation Abstracts, 33:6 (December, 1972), pp. 2822-A - 2823-A

The purpose of the study was to ascertain the effects of a fifteen-week career orientation program on student vocational interests and occupation plans. In connection with this investigation, two major hypotheses were tested. Hypothesis one states that there is no significant difference in vocational interests and occupational plans being strengthened or weakened--in terms of consistency with aptitudes--between an experimental group exposed to career orientation and control group not exposed to career orientation. Hypothesis two states that there is no significant relationship of sex, socio-economic status, intelligence, and language background to vocational interests and occupational plans being strengthened or weakened--in terms of consistency with aptitudes--as a result of career orientation.

On the basis of what was found in the experiment, student vocational interests and occupational plans were not strengthened or more consistent with aptitudes as a result of career orientation. The characteristics of sex, socio-economic status, intelligence, and language background were not found to be significantly related to vocational interests and occupational plans being positively altered or more consistent with aptitudes after career orientation.

This information could be used by teachers and guidance counselors.

Pressley, Beatrice O. "The Effects upon Attitudes of a Short-Term Intensive Vocational Guidance Workshop," Dissertation Abstracts, 30:7 (January, 1970), p. 2809-A.

The purpose of the study was to measure whether attitudes of teachers and counselors could be changed by participation in a short-term vocational guidance workshop.

An evaluation was made of whether educators (1) changed measured attitudes in regard to increasing their commitment toward working with minority group children in the area of career development; (2) were more open-minded and flexible in their outlook, and were accepting of others; and (3) were more likely to take positive action in their schools when presented with information and experiences involving the nature of culture, job opportunities for the disadvantaged, vocational choice and development, and guidance techniques in the classroom.

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The findings of the study showed that the experimental group changed significantly in a positive direction. It would appear that the workshop experience did accomplish the task of influencing the attitudes measured in the study.

The study presents an example of a successful in-service workshop encouraging results which might be useful for those responsible for planning in-service education programs.

Price, William Norman. "Selected Socio-Economic, Educational, and Personal Characteristics and Identified Influencing Factors Associated with Drop-Outs in Adult Basic Education," Dissertation Abstracts, 31:5 (November, 1970), p. 2093-A.

This study attempts to determine the conditions leading to discontinuance of a student in an adult basic education program.

After testing the significance of the measuring instruments employed, two propositions resulted. First, it was found that there appears to be no significant relationship **between** the socio-economic, educational, and personal characteristics of the adult education drop-outs. Second, situations such as the negative feelings of a close friend or spouse often lead to a student's dropping out. In addition, continuing students tend to display more frequent church attendance and a satisfaction with the community in which they reside.

The study is of interest to guidance counselors, adult educators, and educational administrators.

Procunier, Douglas Mack. "An Analysis of Factors Necessary for Effective Innovation in Regional Community Education Dissemination Centers," Dissertation Abstracts, 33:5 (November, 1972), pp. 2044-A - 2045-A.

The general purpose of this study was to identify and rank the factors important when innovation is introduced into a college of education in an institution of higher education. The plan was to include a model for the development of regional community education centers.

The study, both descriptive and statistical, describes the progress of eleven regional centers and orders the factors perceived important in their development. The factors, ranked as a result of the respondents reacting to a forced-choice instrument developed during this study are leadership, philosophical commitment, need for change, money, policies, institutional capabilities, administrative structure, tradition, procedures, research, ancillary services, and physical facilities.

Each factor is divided into its component parts and is discussed in some detail. One of the nine conclusions made in the study is that institutions of higher education should consider establishing a center for community education only when proper leadership is available. The leader of the college, department and professional ranks must be supportive of the special project if it is to be successful. Lack of support from any of the categories of leadership from within will retard the progress of a special project and may result in failure.

The author suggests nineteen areas of study stemming from the results and implications of this study.

Prophet, Matthew Waller. "Guidance Needs as Perceived by Students Attending Vocational/Career Programs at Malcolm X College," Dissertation Abstracts, 33:6 (December, 1972), pp. 2721-A - 2722-A.

This study, conducted at Malcolm X College (one of the eight junior colleges comprising the Chicago City College System) was ~~designed to~~ (1) collect information on the guidance needs of students attending Malcolm X College; (2) to identify Malcolm X students' perceptions of guidance needs; and (3) to assist Malcolm X to better serve the needs of its students through becoming more aware of student concerns relating to themselves, the institution, and the community.

A thirty-five-item questionnaire was administered to 803 Malcolm X students. The questions covered the following areas: (1) financial information; (2) school information; (3) career plans; and (4) general information.

The study indicated that (1) Malcolm X College, in many areas, is failing to effectively meet certain guidance needs of its students; (2) in some areas, the college is effectively meeting certain student guidance needs.

It was recommended that the Malcolm X College guidance program be modified to whatever extent necessary to insure that prospective students be effectively counseled.

This study may be useful in the training of community and university personnel to meet the needs of students in career education.

Putman, Carl E. "Development and Application of a Decision Making Model for Assessing Need for Occupational Education in a Community College," Dissertation Abstracts, 31:5 (November, 1970), p. 2132-A.

The major goal of this study was to develop a decision making model in order to assess the occupational education needs of a

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community college.

The factors arranged for utilization in the decision making model were national, regional, state, and district occupational opportunities, and the expressed interests of high school students, former high school students, and adults. This model was then applied to the Junior College District of East Central Missouri.

Several recommendations emerged from this study, namely, (1) utilization of this decision making model to determine occupational education programs in other areas; (2) distribution of information to high school students, out of school youth and adults in order to acquaint them with their community's occupational needs and the consequent job requirements; and (3) development of continuing education programs designed to meet the needs of as many people as possible.

Continuing education specialists, community college administrators, and teachers at all levels in the educational system should find this study of value.

Rademaker, Elizabeth S. "Development of a Manual for Training Teacher Aides, " Dissertation Abstracts, 30:11 (May, 1970), p. 4759-A.

Upward Bound and HEP (High School Equivalency Program) students training to become teacher aides formed the basis of this study which should prove helpful to teacher educators throughout the educational system. The teacher aide trainees were learning to teach basic math and grammar skills to migrant and seasonal youth.

In the first year, the trainees planned and taught lessons to groups of students and directed learning activities for individual students. They were continuously involved in in-service training sessions. In the second year, the teacher aides were employed as associates, assisting their trainers in the supervision of a new class of teacher trainees. Based on the two-year program, a teacher training manual evolved. It represents an integration of theory and practice, placing a major emphasis on role-playing which enables the non-professional teacher to develop a teaching style of his own.

Reed, Alden M. "Utilization of Community Resources by Public Elementary School Teachers," Dissertation Abstracts, 30:11 (May, 1970), p. 4741-A.

This study identified the factors encouraging teachers to utilize community resources in instructional planning at the elementary school level.

The school district was evaluated in terms of general information, organization for resource use, communication devices, encouraging practices, discouraging practices, and others. The teachers' practices and views were determined regarding types of resources used, sources of assistance, use of the field trip, and others.

The results of the survey and the detailed listing of factors influencing the utilization of community resources should be of interest to any educator wishing to promote the interdependence of school and community.

Reed, Dale F. "Professional Problems Encountered by Vocational Agriculture Teachers in Louisiana and Implications for the Teacher Preparation, Adjustment and Retention," Dissertation Abstracts, 31:4 (October, 1970), p. 1671-A.

The purpose of the study was to determine the professional problems encountered by beginning vocational agriculture teachers in Louisiana and the implication these have for the improvement of teacher training, placement, follow-up services and the retention of these teachers.

Questionnaires covering nine problem areas were completed by thirty-five beginning teachers, their principals, and twenty selected experienced teachers.

Findings indicated that (1) beginning teachers were having significantly greater difficulty than experienced teachers in the areas of classroom teaching, Teaching Farm Mechanics, Advising the FFA, Young and Adult Farmer Programs and public relations; (2) both beginning and experienced teachers agreed that the areas of greatest difficulty were Teaching Farm Mechanics, Guidance and Counseling, Developing Agriculture Experience Programs and Adult and Young Farmer Programs.

The information is useful for teacher trainers, educational administrators and teachers.

Reisenger, Raymond H. "Characteristics and Perceptions of Seniors Enrolled in New York State Area Vocational Centers," Dissertation Abstracts, 31:4 (October, 1970), p. 1704-A.

The purpose of the study was to seek information concerning the characteristics, satisfactions, and perceptions of students in the new area vocational programs not yet available to students, guidance personnel, and administrators of Area Vocational Centers in New York State. Half-day or shared-time programs at the secondary level were identified as criteria for the study.

The findings indicate overwhelming satisfaction and support for area center-shared time vocational programs from enrolled senior high school students.

Concern with future careers and the need for occupational development indicate strongly that postponement of occupational education until post high school would be an inappropriate plan for the majority of high school students. Lack of student interest in and counselor recommendations for post high school occupational training confirms the need for a comprehensive education system at the high school level. The dissertation contains information and recommendations which are of use to guidance counselors, teachers, educational administrators as well as employers in business and industry.

Ringis, Romaine H. "Effectiveness of an In-Service Program in Changing Teacher Attitudes," Dissertation Abstracts, 33:1 (July, 1972), pp. 558-59A.

The purpose of the study was to determine if in-service training was effective in changing teacher attitudes. The study revolved around a workshop in which teachers were instructed in a manner similar to one proposed for their use in the classroom. Part of the sample received follow-up assistance in the classroom. The other part received only the workshop experience. The measuring instruments used were the Minnesota Teacher's Attitude Inventory, observation reports, and the teacher's own opinion reports. Analyzed data indicated that in-service teacher workshops can effect attitudinal changes; participants are more likely to adopt proposed educational programs or procedures when these are used with them as part of their own in-service training.

The study presents useful material on in-service training of teachers and possibly a concept of wider application, i.e., participants involved with in-service training should be taught with the same or similar techniques which the instructor desires them to adopt.

Rohila, Pritam K. "Multivariate Relationships between Personality and Vocational Interests," Dissertation Abstracts, 31:3 (September, 1970), p. 1022-A.

Because of the inconsistency of the findings of many studies concerning the relationships between personality and vocational interests, this study was undertaken to determine to what extent the results obtained depend upon research methodologies employed, given the kind of measures of personality and vocational interests that currently exists.

Basic scales of the MMPI, standard scales of CPI and basic interest scales of the SVIB were used in various analyses involving 292 men and 376 women undergraduate psychology students.

The findings demonstrated that whichever statistical technique is employed, personality at the most accounts for not more than 40 to 50 percent of the variance in vocational interests. Higher relationships are not found, partly because personality refers to qualities of behavior, while vocational interests refer to its directionality, and partly because personality constitutes only one source of the variation of the vocational interests.

The study provides helpful information for guidance counselors, teachers, administrators, placement directors and others involved with career choice related positions.

Roman, Albert P. "Effects of a Career Planning Course on the Career Choice Strategies of Students in Junior College," Dissertation Abstracts, 30:8 (February, 1970), p. 3283-A.

The study was undertaken to determine if a formalized course in career planning (1) assists the low-achiever in choosing a career commensurate with his aptitudes, abilities, and interests; (2) enables a students who does not choose a career to select an English course associated with a broad curricular pattern appropriate to his interests; and (3) encourages a student to persist in his acadamic endeavors.

The study was limited to 3 groups of 50 students each, randomly selected from a universe of 340 students who scored in the lowest decile on the English portion of the American College Test Batery used for initial placement.

The results of the study indicated that an organized course in career planning can be effective in directing the student in self-appraisal; in teaching the student to effectively establish his goal; and in encouraging the student to adopt a set of positive values and attitudes relating to the need for more education to achieve his furture goals.

Courses of a similar nature could be planned to assist students realistic career choices.

Romig, Charles W. "Attitudes of Classroom Teachers toward the Roles of the School Psychologist and Other Personnel of a Psychological Services Center for Children," Dissertation Abstracts, 31:6 (December, 1970), p. 2747-A.

Since quality psychological counseling services will be necessary for quality career education in the schools, this study should be of interest to all career education guidance personnel because it assesses how psychological counseling services are perceived by classroom teachers.

The study revealed that a majority of the teachers felt they clearly understood the roles and functions of the school specialists and felt that the services were useful and needed. The school psychologist and the social worker were viewed by the teachers as performing diagnostic and referral functions, while the speech pathologist and reading consultant were seen as performing ongoing pupil service functions. Additional results of the study are explained, and recommendations for the future improvement of psychological services are made.

Roomkin, Myron. "An Evaluation of Adult Basic Education under the Manpower Development and Training Act in Milwaukee, Wisconsin," Dissertation Abstracts, 31:12 (June, 1971), p. 6334-A.

Elementary educational instruction for adults was provided for under the Manpower Development and Training Act. The purpose of this study was to evaluate the Manpower program by focusing on a particular case city, Milwaukee, Wisconsin.

Although the results of the study have not been subsequently confirmed, the author did measure three benefits of adult education: increased average annual earnings, a tendency to enroll for further instruction, and selected non-economic consequences of literacy instruction. The study's conclusions should interest all adult and continuing educators.

Rose, George Raymond. "The Meaning of Work for Alberta Post-Secondary Occupational Students," Dissertation Abstracts, 32:5 (November, 1971), pp. 2570-A-2571-A.

The study was designed to determine the meaning of work for students involved in post-secondary occupational programs.

Five groups participated in the study: (1) students who had successfully completed their occupational studies, (2) students who had not completely or successfully completed their occupational studies, (3) vocational counselors, (4) vocational teachers, and (5) industrial workers. A card-sort instrument developed by Neff was used to determine how the perception of work of vocational students differed from the other participating groups. The results were then subjected to a factor analysis.

The following three common factors were found: (1) work-satisfaction depended on opportunity to interact with others; (2) work was satisfying when contributing to self-esteem; (3) work was satisfying when there was freedom and responsibility for one's own action. Vocational counselors and teachers, program specialists, and others may benefit from the results of this study.

Ross, Herbert J. "Guidelines for Serving Youth with Special Needs in Vocational Education Programs," Dissertation Abstracts, 32:2 (August, 1971), p. 850-A.

The guidelines contained in this study present a model for serving youth with special needs in vocational education programs. Since at present no dramatic differences between vocational offerings for average youth and vocational offerings for youth with special needs appear, the author's findings suggest the following; (1) the public schools have a clear mandate to assist youth with special needs and should draw extensively on community resources in fulfilling these responsiblities; (2) selective placement in carefully planned programs is essential; (3) extensive counseling and on-the-job training should be provided; (4) academic and vocational instructors need to work together to help achieve maximum productivity for youth with special needs. Vocational counselors, curriculum specialists, and special education directors need to acquaint themselves with the author's findings.

Roth, Marvin J. "Career Awareness in the Elementary School," Dissertation Abstracts, 33:9 (March, 1973), pp. 5056-A - 5057-A.

The study was designed to determine the affects of a career awareness program on the information and attitudes sixth grade students have about careers.

A review of literature revealed a strong national trend toward career development education accompanied by considerable federal, state, and local funding for planning and establishing career development programs. This new emphasis on career development education included career awareness in the elementary school.

The target population was the 2,314 sixth grade students in Washoe County School District, Reno, Nevada. The treatment period, lasting one semester, consisted of a change in emphasis in the use of the regular sixth grade curriculum and involved a wide variety of learning experiences designed to make the students aware of careers, workers, and the world of work. The program was entitled, Sequential Approach to Vocational Education (SAVE).

Among the conclusions drawn from the study were the following: short exposure to career awareness experiences seemed to affect the information students have about careers, but not attitudes; prolonged exposure to career awareness activities seemed to affect both the information and the attitudes students have about careers. It was recommended that the district's career awareness program be expanded to include grades kindergarten through six in all elementary schools.

This article may be appropriate for those persons particularly interested in curriculum development and the training of personnel in elementary education.

Rouson, Willie Ervin. "A Study of the Information St. Petersburg Junior College Second Year Black Students Possess about Their Expressed Vocational Preferences, 1971-1972," Dissertation Abstracts, 33:6 (December, 1972), p

This study examined the information St. Petersburg Junior College (SPJC) second year black students expressed about their vocational preferences and the extent the collected information varied according to age group, sex, occupation of the father or legal guardian, and education of the mother. The study was one method of looking at the fulfillment of SPJC's educational objective to help students plan realistic vocational goals.

Data resulted in seven conclusions: (1) at the .05 as well as the .001 level of confidence, mean scores of students on a scale of expected responses as measured by EVPIC were significantly independent of their expressed vocational preferences; (2) among students who were certain about their vocational preferences, those in the social and applied arts area had the highest mean scores; (3) those in the technical and applied arts area, e.g., forestry, career pilot, showed the lowest mean scores; (4) few blacks considered computer programming, business management, accounting, banking, and finance occupations as vocational preference; (5) there was considerable variation in mean scores with the age group twenty-two to twenty-three highest and the age group twenty-six to twenty-seven lowest; (6) females comprised 62 percent and males 38 percent of the student population; (7) highest mean scores belonged to students whose mothers had done post-graduate study, while the occupation of the father demonstrated no statistically significant effect on mean scores of the students. Information in this dissertation could be of value to guidance counselors and teachers as well as sociologists.

Rowe, Howard O. "Differential Role Expectations for Public School and Joint Vocational School Superintendents," Dissertation Abstracts, 31:9 (March, 1971), p. 4430-A.

Using role theory and theories of perception techniques, the study attempts to determine possible significant differences of perception of roles of the joint vocational school and public school superintendent. Only two isolated occurrences of significant differences were found. Therefore, the study shows that superintendents for the two types of school systems do not differ in their perception of administrative role despite the definable differences in goals and purposes of the system. These data tend to support earlier research findings. The study is of interest to superintendents and those educators dealing with them.

Rudisill, Alvin E. "Industrial Arts Teacher Education: an Analysis of Undergraduate Programs, Facilities and Personnel," Dissertation Abstracts, 30:10 (April, 1970), p. 4318-A.

The purpose of this study was to collect data to provide information relating to the present status of industrial arts teacher education programs in the United States. The study covered the areas of program, facilities and personnel.

Two questionnaires were developed and utilized to obtain the data necessary to answer the questions posed in the study. The following conclusions were reached as a result of the findings: (1) the basic curriculum structure in industrial arts has not changed substantially in seventy-five years; the existing structure continues to emphasize broad occupational areas rather than major components of industry and technology; (2) because of the limited number of offerings and personnel in most of the existing programs, there is a need for the establishment of some form of minimum operational standards based on individual program goals; (3) greater emphasis in the future should be placed on criteria for selection of teacher education students since projected graduates in industrial arts teacher education greatly exceed projected secondary school needs; (4) there is a need for clarification of the place and purpose of avocational and industrial crafts in industrial arts teacher education programs; and (5) there is a need for clarification and standardization of technical terminology in industrial arts teacher education as applied to new course classification.

The study provides some guidelines which should be considered by those responsible for planning industrial arts teacher education programs in order to make them more effective in the rapidly changing society.

Russell, Charles Rayfield. "Computer Applications in Educational Planning: a Program Selection Model for State Education Systems," Dissertation Abstracts, 33:6 (December, 1972), p. 2667-A.

This study's purpose was to develop a theoretical model for the systematic selection of educational programs, at the state level, using computer applications.

Although the live data for the state of Florida were used to demonstrate a feasible use for such data in educational planning in that state, the methodology used in projecting and optimizing educational programs can be applicable for almost any state within the United States.

Florida's educational system was divided into four levels which were classified as high school, junior college, post-secondary, and university. The graduates of programs offered were classified as those who plan to immediately pursue a given career or those who are users of education for consumption per se. Data were collected for every fifth year, from 1950 to 1970.

The model designed by this researcher compares data that are scientifically derived (likely career opportunities) with data that are non-scientifically derived (likely career choices) and provides information to the decision maker which will enable him to make reasonably accurate selections of educational programs that are likely to be demanded at some future point in time.

Russell, Earl B. "Development of an Instrument to Measure the Change Orientation of Vocational Teachers," Dissertation Abstracts, 32:7 (January, 1972), p. 3884-A.

The purpose of the study was to develop an instrument capable of measuring the change orientation of vocational teachers in order to identify innovative teachers and teachers receptive to innovation.

Subscales were developed to measure change orientation related to specific goals, such as cooperative education, team teaching, and core vocational curricula. The sample for the study was comprised of vocational teachers in thirty-eight states divided into two groups defined as the "early adopters" and "the laggards." The data from these two groups were analyzed. There were significant differences between the "early adopters" and "the laggards" on five of the subscales designed for the study. A general factor scale of twenty-one items also discriminated between the two groups effectively. On the whole, the various techniques developed for this instrument proved effective in identifying change-oriented teachers.

Sagness, Richard L. "A Study of Selected Outcomes of a Science Pre-Service Teacher Education Project Emphasizing Early Involvement in Schools of Contrasting Environmental Settings," Dissertation Abstracts, 31:9 (March, 1971), p. 4606-A.

This study evaluated the results of two pre-service teacher training programs in high school science education. The project group participated in pre-service training in urban as well as suburban schools prior to a student teaching experience in an urban and a suburban school. The control group was not involved in the pre-service participatory experiences and followed the traditional methods courses and one-school student teaching format.

The findings suggest that the project group teachers had significantly increased their knowledge of culturally deprived

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students, held a more negative concept of culturally deprived students, and used fewer activities designed to implement general science education objectives than did non-project student teachers.

This study should be of interest to teacher educators, student teaching supervisors, coordinating teachers and educational administrators.

Salberg, James R. "The Evolution and Implementation of the Community-School Concept," Dissertation Abstracts, 31:6 (December, 1970), p. 2665-A.

Of interest to all career educators, this study gives the reader a clear historical background for the community-school idea, viewing this idea as the single best hope for dealing with the multitude of problems now facing American education.

Several recommendations for the utilization of the community-school concept are given. They include the following: (1) the community is an educational resource, capable of providing unique laboratory experiences not available in a classroom; (2) a community council for each school should be established, composed of community representatives, and charged with assessing and planning the needs of the community-school; (3) it is the job of educational personnel to promote a climate conducive to the effective operation of the community-school.

Scheer, Ralph Alfred. "A Survey of Attitudes toward Educational Restructuring Concomitant with the Introduction of Career Education," Dissertation Abstracts, 33:9 (March, 1973), p. 4810-A.

This study surveyed the state directors of the Vocational Education Exemplary Programs relative to career education and their impact on such educational programs, such as scheduling, course content, financial arrangements, counselor role, teacher and administration training, and curriculum selection. This study also focused on the possibility of establishing priorities for selected career education activities.

An instrument was designed which sought answers to the following question: what effect will career education exert upon those facets of the educational structure as delineated in the problem statement? Five response options were allowed from strongly agree to strongly disagree. Responses were tabulated and expressed in percentiles for each question.

The priority summary indicated that career education is interdependent and multifaceted and that all or most of its components are required for a successful whole.

This source of information may be helpful to counselors, teachers, administrators, state directors and the like in curriculum development and training programs in career education.

Schenk, Ronald E. "Teaching Difficulties of Beginning Business Teachers in Relation to Secondary School Enrollment," Dissertation Abstracts, 30:9 (March, 1970), p. 3841-A.

The purpose of the study was to determine the teaching difficulties of beginning business teachers in relation to the size of the school where they were teaching.

The questionnaire to administrators was designed to secure information concerning the over-all effectiveness of the beginning business teachers.

Although the findings indicated that beginning business teachers had experienced no difficulties in their jobs, the following recomcendations were offered: (1) areas of the teaching process that need greater attention in the preparation of secondary business teachers are testing and grading, classroom organization and management, teaching aides and techniques, extra-curricular activities, and teaching subject matter; (2) student teaching programs should be lengthened and should provide opportunities for students to teach a variety of business subjects, becoming acquainted with the total school program, and be responsible for handling matters of discipline in their class; (3) business teacher-training institutions should encourage related work experience for their undergraduate majors by administering and supervising work experience programs for which college credit is granted; (4) requirements for approval as vocational business and office education teachers should be fulfilled simultaneously with degree and certification requirements.

The study is of interest to teacher educators, administrators, curriculum specialists, and vocational educators.

Schneider, John Eric. "Development of a Model of Collaborative Instructional Planning and Development," Dissertation Abstracts, 33:8 (February, 1973), p. 4075-A.

This study emerged from a need for the realistic orientation and training of educators in group instructional planning and development. Although the major intention of this study was to develop and substantiate a simulation-exercise, further purposes necessitated the following objectives: to define and prepare a model of collaborative instructional planning and development; to construct an adaptive simulation exercise of collaborative instructional planning and development; and to obtain evaluative feedback. Collaborative Instructional

Planning and Development as a four-phased process was described: (1) Initiation, (2) Planning, (3) Development, and (4) Consolidation.

Pre-tests, post-tests and a short attitude questionnaire were used to collect the necessary data in this study. Participants' comments were positive concerning the following purposes: gaining and understanding of the planning-development process, try-out interaction with others, and confronting issues in planning and development skills. Participants were not able to positively articulate an evaluation of their "new" role in planning and development when asked if the simulation experience was useful and relevant. Both cognitive and affective measures indicated positive gain toward achievement of the stated objectives.

These achievements are indicative of learning which occurred through means of the initiation simulation experience, and thus served to authenticate the Initiation Phase of the Collaborative Instructional Planning and Development Model, not only in the symbolic world, but in the real world as well.

Schramm, Dwayne G. "A Study of The Older Woman Worker Who Has Attempted to Enter or Re-Enter the White Collar Labor Force through the Assistance of Community Training Programs in Clerical Occupations," Dissertation Abstracts, 31:2 (August, 1970), p. 694-A.

This study had two major purposes: (1) to investigate the effectiveness of community training programs in enabling older women workers to obtain clerical occupations, and (2) to develop a profile of the older woman who participates in training programs.

After an evaluation of the programs was made, the following recommendations were provided: (1) establish counseling facilities for older women; (2) form an administrative body to coordinate the training programs; (3) create flexible curricula; and (4) expend more funds on teachers, aides, and counseling services and less funds on equipment.

Adult educators and continuing education specialists will be interested in the results of this study.

Scoggins, Leland C. "Causes for Dropouts in High Schools of Natchitoches Parish with Implications for a Vocationally Oriented Program," Dissertation Abstracts, 32:2 (August, 1971), p. 851-A.

This study has implications for educators in general, for it presents a profile of the typical high school "dropout." The profile suggests that the average drop out in Natchitoches Parish is a tenth grade boy seventeen years of age who leaves school because of personal problems, family finances, and a general feeling that the school is not meeting his needs. Other more specific profile factors are listed in the study. The profile was compiled through the statistical analysis of such contributing factors as relevance of curriculum offerings, extra curricular activity participation, educational level of parents, academic achievement and I.Q., teacher interest, and economic characteristics of the dropout's family.

Shires, Orlen H. "Factors Influencing Choice for Selected Junior College Students," Dissertation Abstracts, 32:7 (January, 1972), pp. 3731-A - 3732-A.

Purposes of the study were (1) to identify changes in occupational goals made by junior college students, (2) to identify factors contributing to student selection of occupational goals, and (3) to identify and analyze factors contributing to goal choices, both appropriate and inappropriate.

Data were derived from survey instruments, school records, interviews, and school personnel. Data showed that career choices were relatively stable from high school through junior college. Professional-technical occupations were chosen with a high degree of frequency at all grade levels. Factors which influenced student occupational choices fell into the following three categories: (1) environmental and academic variables unrelated to guidance programs, (2) people and activities related to the guidance program, (3) people and activities not related to the guidance program.

The author developed two sets of recommendations from his findings. One set was developed for assisting the guidance program at the school where the study occurred; the other set of recommendations was designed for guidance programs at educational institutions in general.

Short, James W. "Perceptions of Critical Problems Involved in Team Teaching," Dissertation Abstracts, 31:9 (March, 1973), pp. 433-34A.

The study suggests an evaluation procedure that would specify which advantages and disadvantages should be considered critical and crucial in making decisions on whether to establish or continue a team teaching program. The study considered the following questions: (1) what was the relationship between the critical problems associated with team teaching as perceived by selected teachers in Florida and the perception of a panel of experts; (2) what was the relationship between certain teacher characteristics and the perceptions of selected teachers in Florida of a hierarchy of critical problems associated with team teaching? A Ω-sort and a questionnaire were used.

The study found that significant agreement existed between the personnel who administered and supervised team teaching programs and the team teachers working with them. Teacher characteristics such as age, sex, etc., influenced perceptual judgements in no significant way. Apparently some factors not included in the study strongly influenced decisions by sixteen teachers to select teaching assignments other than team teaching.

The study is of inherent interest to educators involved in establishing teaching staff organization.

Siegel, Betsy D. "A Study of the Effects of Manipulation and Demonstration as Instructional Techniques in the Furtherance of Compensation in Fourth Grade Children," Dissertation Abstracts, 32:5 (November, 1971), p. 2559-A.

The purpose of the study was to determine how efficient manipulation and demonstration techniques were in stabilizing the compensation scheme in nine and ten year old children. Compensation is that operational structure by which a person understands the relationship of speed, force, and work.

Both manipulation and demonstration were found to be equally effective as techniques for stabilizing compensation. Free-play, on the other hand, did not meet the objective.

It appears that both manipulation and demonstration are effective tools which would be functional in higher elementary grades and possibly at all levels of career education.

Slater, John B. "Specific Needs for Updating Educational Experiences as Reported by Instructors of Electronics in Industrial Education Departments of Colleges and Universities," Dissertation Abstracts, 31:9 (March, 1971), p. 4510-A.

The study attempted to update instructional elements and content areas identified in previous studies as required by industry. An attempt was also made to determine the nature of course content needed in graduate level industrial electronics curricula or in-service programs. The study is of interest to educators concerned with staff development and curriculum in electronics.

Smith, Ada Mae. "The Relationship of Ninth and Twelfth Grade Rural High School Students Perceived Parent-Child Attitudes and Their Vocational Preferences," Dissertation Abstracts, 31:12 (June, 1971), p. 6414-A.

This study investigates a tool which could prove most helpful to vocational counselors, the Vocational Preference Inventory (VPI). This particular investigation sought to examine dissimilar student perceived parent-child attitudes. The researcher assumed that those students perceiving their parents as having greatly dissimilar vocational attitudes would relate more significantly to one of Holland's personality-vocational types.

The research confirmed the author's theory. It was found that the VPI type was related to family atmosphere on such criteria as sex, ethnicity, geographic location, and educational level.

Smith, Irving G. "Involvement of the Industrial Arts Teacher in Planning Industrial Arts Facilities," Dissertation Abstracts, 30:10 (April, 1970), p. 4255-A.

The purpose of the study was to ascertain functions ideally performed by secondary school industrial arts teachers in the planning of industrial arts facilities as perceived by superintendents, industrial arts teacher educators, and secondary school industrial arts teachers.

Information forms were prepared and sent to superintendents, teacher educators, and industrial arts teachers to secure their opinions of the importance of industrial arts teachers in the planning of industrial arts facilities.

The findings of the study showed the following: (1) all three educator groups indicated that it would be essential for industrial arts teachers to be involved in determining (a) the educational objectives of the industrial arts department, (b) courses of industrial arts to be offered, (c) activities to be conducted in the industrial arts courses, (d) the approximate square feet needed in each instructional area, (e) the number, location, and type of electrical outlets needed for specified power equipment, and (f) the types of shops to be planned; (2) professional preparation had little relationship to the opinions of teachers regarding the involvement of industrial arts teachers in planning; (3) previous involvement of industrial arts teachers in planning had slight relationship to the opinions of superintendents concerning the involvement of industrial arts teachers in planning.

Involvement of teachers in planning programs, department or school facilities could contribute significantly to the success of the programs. Administrators should take these points into consideration when dealing with the planning, developing, and improving of school programs and facilities.

Sprecher, Robert E. "Perceptions of the Role of the Teachers of Vocational-Industrial Subjects in Selected Area Vocational Schools in Missouri," Dissertation Abstracts, 31:10 (April, 1971), p. 5169-A.

The purposes of this study are (1) to determine the differences between the perceptions of trade teachers regarding their role and the perceptions of other teachers in the school regarding the same role, (2) to determine the effect of having area schools proximate to a senior high school on the perceptions of academic teachers regarding the trade teacher's role.

Twenty area school directors, forty trade teachers and forty academic teachers were sampled by personal interview. A Q-sort technique was employed in the interviews and 240 separate Q-sorts were obtained. Correlational analysis and two-way analysis of variance were utilized.

Some conclusions were that (1) trade teachers feel that the role-functions they perceive for themselves are the same which the area school director would have them perform; (2) trade teachers express more confidence in assessing the director's perception of their role than do academic teachers; (3) trade teachers erroneously believe that academic teachers would change the role functions of trade teachers; (4) the location of the area school facilities does not significantly affect the role of the trade teacher.

The study would be useful to directors and personnel in vocational and technical schools as an aid to better understanding the role of the trade teacher.

Standley, Nancy V. Existentialism: a Philosophical Framework for Vocational Development: a Study in Kierkegaard, Tiedman, Super," Dissertation Abstracts, 30:11 (May, 1970), p. 4784-A.

In this exceptionally interesting study, the author examined existentialism as a philosophical framework for understanding the importance of vocational development theory.

The philosophies of Kierkegaard, Tiedman and Super were discussed in light of their concepts of vocation, vocational development, paradox as a tool for understanding behavior, the historical background of man's present alienation and isolation, and the existential challenge.

Throughout the paper, existentialism is explored as a legitimate philosophical concern for vocational educators, for it asserts the need for individuals to develop a strong sense of being, something vocational education is attempting to provide.

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Steele, LaVoneia C. "The Effect of Two Teacher Aide Organizational Systems and Teacher Role Expectations upon the Duties of Teacher Aides," Dissertation Abstracts, 31:8 (February, 1971), p. 3844-A.

The purpose of this study was to examine the relationship of certain aspects of organizational systems and teacher aide duties and to list those duties. The two aspects under scrutiny were organizational policy concerning teacher aides' upward mobility and teacher expectations about that mobility. The teacher aides were observed in the performance of their duties in light of these two aspects. The aides sampled were placed in two settings; one was traditional and the other was innovative.

Results of the study showed that teacher aides in the traditional setting were used by teachers in what were termed high trust positions. On the other hand, teacher aides in the innovative setting were used in ways that allowed them to work with the materials and equipment and to interact more with the children than teacher aides in the traditional setting.

The study is useful for curriculum specialists working with teacher aide programs and principals using teacher aides in their schools.

Steenbergen, Aaron Leslie. "A Developmental Paraprofessional Program for the Education of Future Teachers Enrolled in the Two-Year Community-Junior College," Dissertation Abstracts, 33:9 (March, 1973), pp. 5019-A - 5020-A.

This study examined (1) the need for the two-year college to take a more active role in the preparation of teachers, (2) the need for the two-year college to develop a new role in the preparation of educational personnel, (3) the proposed curriculum developed at Lansing Community College for the education of pre-teaching students, utilizing an educational career development ladder as a vehicle for producing differentiated staff, and (4) the differential perceptions of the several categories of personnel having worked with the program.

A developmental paraprofessional program designed and developed between Lansing Community College and the Lansing Public School System was introduced as a model for the preparation of future teachers enrolled in the community-junior college. The study presented information regarding the genesis, implementation, and subsequent evaluation of this program, labeled the Teacher Assistant Program.

The major findings in the study were described. Significant was the degree of favorability accorded the study's three top ranked items. There was close to strong agreement across all groups that (1) the significant amount of early practical training in the schools is highly desirable if one is planning on teach as a career, (2) the trainees practical experience with children provides a level of psychological insight into their behavior far greater than can be acquired through reading about children, and (3) the education and training of pre-teaching candidates would be improved if the lower divisions (freshman and sophomore years) of all universities and colleges incorporated programs like the Teacher Assistant Program.

The findings of this study suggest role changes for the two-year community-junior college and four-year institutions concerned with the selection, education, and training of future teachers.

Stephens, Kent Gordon. "A Fault Tree Approach to Analysis of Educational Systems as Demonstrated in Vocational Education," Dissertation Abstracts, 33:5 (November, 1972), p. 2054-A.

Stephens states that Fault Tree Analysis, an operations research tool used in the aerospace industry, has been adapted qualitatively for use in education. This dissertation describes the adaptation of this tool and develops a quantitative method for strategic analysis of fault trees based on consensus of judgements made by well trained and experienced practitioners in vocational education and educational administration.

Quantification of this fault tree by practicing administrators in Seattle School District No. 1 identified the highest priority sequence of failure events contributing to the general undesired event to be in the category of inadequate preparation. This sequence of failure events identified the inability of students to make wise career choices due to an unrealistic view of the world of work primarily based on vicarious experiences.

The author notes that while demonstration of Fault Tree Analysis in this dissertation was in vocational education, it should not be inferred that the use of Fault Tree Analysis in educational systems is limited to vocational education. The fault tree method appears to be easily generalized. For example, the demonstration fault tree included branches which easily could be developed further and independently of the demonstration fault tree.

Stone, Barbara N. "An Analytical Study of the Self-Image of Adopters of the Use of Participative Learning Methods with Adult Learners," Dissertation Abstracts, 31:9 (March, 1971), p. 4444-A.

The dissertation sought to delineate some of the elements of the self-image required by trainers of Girl Scout leaders and to develop an instrument which could help teachers diagnose their own attitudes toward the use of participative learning methods.

Three hundred Girl Scout trainees were surveyed on the theory that those rated as adopters of participative methods would have a measurably different self-image from those who are rated as non-adopters of participative methods.

Some of the findings were that trainers rating as adopters were younger, had fewer children, and were more often employed outside the home than were non-adopters. The husbands of adopters had a higher level of formal education. Adopters as a group were more person-centered, more often viewed themselves as continuing learners, were more often open to change and experimentation, and were more respecting of learners.

The study is of interest to educators developing participative learning methods.

Sunnarborg, Thomas R. "The Feasibility of Implementing a Career Education Program within the Division of Business and Industry at Bemidji State College," Dissertation Abstracts, 33:7 (January, 1973), p. 3472-A.

Personal interviews with four faculty members and resource searchers led to the following conclusions about the implementation of a career education program at Bemidji College: (1) four faculty members in the Division of Business and Industry have a common communication base on which to develop a program; (2) presently there are not enough multi-media materials available for the implementation of a career education program at the undergraduate level; (3) there are faculty interest, support, and felt need for a program; (4) a career education program at Benidji College is a realistic goal.

The study is of interest to educators wishing to implement career education programs at a college level.

Swinburne, Bruce Ryan. "Characteristics of Adult Part-Time Students in Selected Public Community Colleges," Dissertation Abstracts, 31:11 (May, 1971), p. 5805-A.

The purpose of this study was to determine the characteristics of adult part-time students in selected public community colleges. A questionnaire was distributed to 1,547 adult part-time students in five community colleges within population differentiated communities. The results which follow should be of interest to continuing education specialists, adult education instructors and community college administrators. Some of the findings were that (1) adult part-time students obtain more education than their parents or siblings; (2) younger students are more concerned with the status and job benefits of their education than are older adults; (3) males carry heavier loads and are more concerned with earning credit and improving job status than are females; (4) the time investment seems to be the most difficult aspect of part-time college attendance.

Sycamore, John E. "A Study of the Successful Employment of Mentally Retarded Youth in a Cooperative School Program," Dissertation Abstracts, 31:9 (March, 1971), p. 4589-A.

This study attempted to answer the following question: What advantages does the cooperative school program for the vocational training of mentally retarded students have over regular classroom placement supplemented by vocational rehabilitation training, guidance, and placement activities?

The population studied consisted of youth completing the vocational rehabilitation program in Leon County, Florida. The youth were then divided into three groups: (1) those who had completed the cooperative programs from junior high to job placement; (2) those who had enrolled in the program at the secondary level; and (3) those who had remained in regular classes in spite of a special education classification, participating in vocational rehabilitation after completion of the regular school program.

No significant findings resulted except that the junior high group appeared to have less successful placement chances. However, 82 percent of the entire population studied had been placed successfully, indicating the merits of both cooperative education and vocational rehabilitation programs.

Cooperative education program specialists, special education teachers, and secondary school administrators will find this research of interest.

Tart, John L. "An Analysis of the Relationships in Adult Vocational Education in Agriculture Between the Community Colleges and Secondary Schools in North Carolina," Dissertation Abstracts, 31:1 (July, 1970), p. 317-A.

The objectives of this study were identification of both perceived and expected relationships between high schools and community colleges on the part of teachers of vocational agriculture in each institution. The two school systems were perceived to be lacking in adult education in agriculture, and even competitive on the functions of determining student needs and recruitment. Therefore, the author recommends intervention by the state board of education with a policy on relationships between the two systems in adult agricultural vocational education. He suggests a policy of central coordinator, specific role definitions, and cooperative administrative procedures.

Anyone concerned with bringing conflicting career education programs into cooperation might find this study useful.

Thompson, Glenn J. "An Investigation into the Effectiveness of an In-Service Education Program Dealing with the Selection, Creation, and Utilization of Instructional Materials," Dissertation Abstracts, 30:10 (April,1970) p.4322-A.

The investigation was undertaken to ascertain opinions of elementary and secondary school teachers regarding the effectiveness of in-service kits designed to develop competencies in the selection, creation, and utilization of instructional materials through self-instruction.

Kits were developed to provide in-service education through self-instruction in these three aspects of instructional materials covering books, slides, radio and television programs, community resources,etc.

The findings of the investigation indicated that (1) teachers feel they are more adept in the selection of instructional materials as a result of using the kits; (2) teachers feel they have a greater ability to create simple instructional materials after using the kits; (3) teachers feel that they will utilize materials more effectively in the classroom because of their use of the kits.

This is a good example of a simple in-service program which results in more effective instructional programs. Programs of this type could be initiated in any school system to make teaching and learning more effective and enjoyable.

Thompson, Valerie D. "Teachers' Evaluation of Their Preparation To Teach: a Survey of Selected New York City Public Schools," Dissertation Abstracts, 33:3 (September, 1972), pp. 1066-67-A.

The study was designed to investigate teachers' perceptions of (1) their training to teach in regular and special schools, and (2) their training in selected tasks for teaching in urban schools. Also investigated were the appraisals of administrators relative to these same questions of teachers' training.

The opinions of teachers and administrators were compared concerning the most and the least useful pre-service courses in general, and compared specifically on the adequacy of pre-service training for the selected tasks in urban schools.

Chi-square analyses of the data indicated both teachers and administrators agreed that student teaching, child development and teaching reading were the three most valuable preservice professional courses. Teachers and administrators did not differ significantly when identifying professional and nonprofessional courses most and least valuable; however, the two groups did differ in their ratings of teachers' preparation to perform job tasks.

The study furnishes some insight into the varying perceptions of school administrators and of teachers concerning teacher training.

Tipton, Dorothy M. "Attitudes of High School Students toward Guidance Counselors," Dissertation Abstracts, 30:9 (March, 1970), p. 3805-A.

The study was undertaken to investigate the attitudes of high school students toward guidance counselors in their performance of educational, vocational and personal counseling. The relationship between attitudes toward counselors and the independent variables of sex, curriculum, achievement, and immediate future plan is also investigated.

Attitudes were assessed by means of eliciting free responses from the subjects. This was done by using five sketches pertaining to voluntary and non-voluntary personal counseling, voluntary and non-voluntary educational counseling, and voluntary vocational counseling.

Based on the results of this study, the following conclusions appear to be in order: 1) students prefer voluntary counseling to non-voluntary counseling; 2) although students tend to express favorable attitudes toward both educational and vocational counseling, more students view educational counseling favorably; 3) frequent student-counselor contacts tend to promote favorable attitudes toward educational, vocational, and personal counseling when these contacts are voluntary on the part of the students; (4) girls are more likely than boys to express favorable attitudes toward vocational counseling and non-college preparatory students are more likely than college preparatory students to express favorable attitudes toward voluntary educational and vocational counseling.

The study provides information that might be useful to guidance counselors, teachers, and administrators.

Trembley, Edward L. "A Theory for the Vocational Counseling of Women," Dissertation Abstracts, 32:1 (July, 1971), p. 170-A.

For this study, Trembley reviewed the literature relevant to women's vocational choices, development, and participation over the last ten years. From the findings it appears that neither objective knowledge of individual traits nor factors operating in job situations contributes to an understanding of the vocational choices of women.

Trembley feels that effective vocational counseling requires both subjective and objective data. Objective vocational data is available from external sources. The process of counseling enables the client to elicit subjective data about herself and thereby discover its relationship to the objective facts of the occupational situation. The study has implications for vocational guidance counselors at all levels of the educational system.

Twiggs, Leo F. "The Effects of Teaching a Method of Art Criticism on the Aesthetic Responses of Culturally Disadvantaged Junior High School Students," Dissertation Abstracts, 31:9 (March, 1971), p. 4610-A.

The purpose of the study was to compare the effects of two methods of dealing with art on black disadvantaged junior high school students.

The sample included 210 eighth and ninth grade students. There were two experimental groups and one control group. One experimental group used a program of selected slide reproductions of art works. The second experimental group used a traditional method of studio work and historical discussion. The control group received no instruction by either method. Pre- and post-tests were administered to the groups. The Duncan Multiple Range Test and analysis of covariance were used in analysis of the data.

Some of the conclusions were that (1) art criticism can be used to increase critical and perceptive skills of disadvantaged students looking at art; (2) the disadvantaged student is more responsive to themes in art which relate to the experience of his subculture; (3) the disadvantaged student is more responsive to art when he is allowed to talk about what he sees and feels rather than writes about it.

The study is useful to the curriculum specialist concerned with the problem of developing the disadvantaged student's sense of awareness regarding his own culture.

Uphaus, Ruth M. "Factors Affecting the Adult Education of Retirees in Selected Areas," Dissertation Abstracts, 31:6 (December, 1970), p. 2675-A.

This study will interest those involved in providing the elderly with continuing education opportunities. Factors influencing participation and non-participation in adult education programs were assessed in terms of a sample retired population in the Phoenix area.

Factors influencing participation appear to be health, former occupation, education, pre-and-post-retirement incomes, age, nearness to children, club and church membership, and others.

Van Winkle, Larry R. "An Investigation of Teacher Aide Utilization in Illinois Schools," Dissertation Abstracts, 31:7 (January, 1971), p. 3246-A

The purpose of the study was to examine a number of questions involving the use of teacher aides. A review of the literature revealed a number of topics relating to teacher aides in their duties, value, qualification, history, supervision and in legislation affecting them.

Three questionnaires were sent out to superintendents of schools, teacher aides and school districts which did not use teacher aides.

Analysis of the results showed agreement among teachers aides and superintendents about most questions involving teacher aides. The primary reason for not using teacher aides in the "no-aide" districts was shortage of funds.

Educational administrators, teachers and teacher aides would find this study informative.

Wald, Rhoada K. "The Effects of Models of Teaching as a Program for the Training of Teachers," Dissertation Abstracts, 33:5 (November, 1972), p. 2228-A.

The research reported in this study originated with the Bureau of Research headed by Bruce R. Joyce. The core of the study involved exposure of twenty-six teacher-candidates to instructional systems designed to teach four models of teaching and the observation of their classroom behavior as they attempted to practice these models.

The major findings of this study indicate that (1) the teacher-candidates did shift their patterns of verbal interaction when practicing the four models; (2) the interaction patterns characteristic of the models appeared in all grades; (3) values and attitudes did not appear to have any effect on the behaviors of teacher-candidates as they practiced the models.

In conclusion, it appears from the evidence that teacher-candidates can employ a repertoire of models of teaching from different theoretical references, that learners can engage in the processes related to each model, and that personality factors identified for this study are not influential in teacher-student interaction as Models are practiced.

Wallace, Francis T., Jr. "Expressed Concerns and Expectations of Students, School Personnel and Businessmen in an Emerging Partnership Concept among Business, Industry, and Education," Dissertation Abstracts, 32:1 (July, 1971), p. 328-A.

The partnership concept is advocated by career educationists. A cooperative, mutually-dependent relationship between student, school, and industry is desired. This study attempts to assess the partnership relationship, and its results should interest business and education leaders alike.

Major conclusions include the following: (1) each partnership represents a unique combination of resources; (2) career development activities were far more prevalent than educational skills training; (3) the most successful projects concentrated in the areas of employment readiness and training; (4) business involvement did not appear to be an inhibiting factor for school personnel; (5) students and school personnel viewed the partnerships as a vehicle through which all the participants could interact more meaningfully in reaching their goals.

Wallace, Gorden L. "An Analysis of Selected Factors Relating to the Criteria and Procedures for Selection of Occupational Advisory Committee Members," Dissertation Abstracts, 31:8 (February, 1971), p. 3925-A.

The purpose of the study was to analyze criteria and procedures for selecting occupational advisory committee members of community colleges in Oregon. Data were gathered by questionnaire-interviews of thirty-six persons involved at various levels with career education. Student's t-test, and rank order correlation techniques were used in analysis of the data.

Some conclusions were that (1) among the sampled group, there were no differences in criteria for selecting vocational advisory committees; 2) it was to be desirable to select advisory committees before employing an occupational instructor; (3) the procedures suggested in the literature on selecting advisory committees and the procedures actually used were no different.

This study would be useful to community college administrators initiating programs in vocational and career education.

Ward, Darrell L. "Vocational Education Competencies Identified For Local Leaders of Occupational Education," Dissertation Abstracts, 31:8 (February, 1971), pp. 4056-A.

The purpose of this study was to examine the competencies necessary for leaders in occupational education and the ways these necessary competencies can be developed.

From a review of the literature, a list of competencies was derived. This list was examined and revised by vocational educators attending Oregon's Program of Vocational Education Leadership Development Seminars of 1966. Competency items were then incorporated into a questionnaire using a Likert-type scale for rating the items. The questionnaire was used in sampling 134 vocational education leaders.

Findings of the study indicated forty competencies essential to the adequate performance of occupational leaders. Course-work and internships were indicated to be the best ways for preparation in educational leadership.

The study would be useful for vocational educators concerned with leadership training in the field.

Ware, Betty M. "A Pilot Study Vocational Decision-Making Workshop for College Students," Dissertation Abstracts, 31:2 (August ,1970) p.615-A.

This study describes an instructional-counseling group program designed to improve students' vocational decision-making abilities. The program described was introduced on a college campus for the first time.

The hypothesis on which the study was based is as follows: participation in a career decision workshop leads to a students' knowledge and use of a systematic approach to decision-making. The study includes a rationale for the program, statistical analysis of the data, and conclusions based on the findings.

The study showed prove interesting to college and junior college vocational counselors.

Waterstreet, Donald C. "Effects Associated with Technical Summer Employment of Engineering Students," Dissertation Abstracts, 30:11 (May, 1970), p. 4785-A.

A college students' on-the-job involvement in his future career is apparently beneficial, according to this study. Junior engineering students at Michigan State University were employed in a summer engineering-related job. Students with this technical exposure exhibited several differences from engineering students without this technical experience. They reported increased academic assertiveness, more knowledge of what an engineer does on the job, more independence in the choice of elective courses, and more anticipation of their first full-time engineering job. Waterstreet's article should be of interest to college professors and those concerned with implementing career education concepts and programs at the college level.

Wehrly, Beatrice L. "Differentiation in Programs of Study and Supervised Experiences in Elementary School Counselor Preparation Programs in the United States," Dissertation Abstracts, 30:11 (May, 1970), p. 4785-A.

The primary objectives of this study were 1) to determine the differentiation between courses studied and practical supervised experiences for elementary school counseling students; 2) to compare this data with the standards of the Association for Counselor Education and Supervision; and 3) to prepare a model program for the preparation of elementary school counselors based on the findings.

This report should interest elementary school counselors and counselor educators.

Welsh, Grace E. M. "An Analysis of Public Television for Continuing Education," Dissertation Abstracts, 31:7 (January,1971), p. 3430-A.

The dissertation is an analysis and clarification of the role of public broadcasting. The study examines the literature on educational broadcasting using philosophic procedures and makes the following recommendations: public television should expand its broadcast range by cable and satellite to reach all geographic areas in the country; as much emphasis should be placed on formal educational programming as is placed on informal programming with the goal of reducing functional illiteracy in the country; concerned agencies should coordinate their efforts to produce scientifically and humanistically designed continuing education programming for reducing illiteracy.

Audiences should be involved and consulted in decision-making concerned with educational broadcasting.

Media specialists, curriculum specialists, administrators, and teachers concerned with continuing education might find in this dissertation some guidelines for the more effective use of public broadcasting systems.

Wentz, Charles H. "A Study of Industrial Arts Activities for Educable Mentally Retarded Junior High School Youth with Implications for Guidelines in Special Industrial Arts Activities," Dissertation Abstracts, 31:1 (July, 1970), p. 194-A.

The purpose of this study was to compare teachers of industrial arts programs for educable mentally retarded youth and teachers of special education who incorporate industrial arts techniques in their classroom. The author also endeavored to compare the experience and training of these teachers, to find out the equipment and tools used by these teachers, and to develop an industrial arts guidebook for both types of teachers.

Several implications of the study are suggested. First, the guidebook should be enlarged to include resource material, audio-visual aids, project suggestions, and teaching aids. Second, educators should explore the junior high school as a whole more thoroughly in order to integrate industrial arts for the educable mentally retarded with the entire offerings of the school. Third, educators should develop a teacher training program designed to sensitize teachers to the problems of the educable mentally retarded and to emphasize the importance of orienting these youth to the world of work.

This study is suitable for teachers of the disadvantaged, industrial arts curriculum development specialists, and teacher educators.

Wheeler, David Nelson. "The Relationship between Amount of Vocational Education and Employment Success: a Study of Minnesota Post-High Vocational-Technical School Entrants," Dissertation Abstracts, 33:4 (October, 1972), p. 1609-A.

The purpose of this study was to investigate the effect of vocational curricula upon certain desirable program outcomes. Specifically, answers were sought to the questions of whether or not increasing numbers of months of specific vocational education up to graduation from a given curriculum (1) leads to former-student employment in jobs more related to the training program undertaken; (2) results in greater employment satisfactoriness; and (3) leads to greater employment satisfaction.

The study population consisted of 642 students divided into three occupational clusters: (1) technical, (2) skilled, and (3) clerical. There were approximately equal numbers of program graduates and drop-outs in the clusters.

It was found that there was a significant relationship between amount of vocational education received and occupational status. Members of the graduate sample for all three clusters were more likely to be employed in an occupation related to training than were drop-outs.

The information may be of use to teachers and administrators as well as program and curriculum specialists.

Wiersteiner, Samuel R. "A Q-Study of the Perceptions of the Occupation of Vocational Teaching as Held by Two Groups of Two-Year Community College Students," Dissertation Abstracts, 31:9 (March, 1971), p. 4512-A.

As an approach to solving the continuing problem of recruiting teachers for vocational programs, the study attempts to examine the image of vocational teaching as seen by potential vocational teachers.

An interpersonal values inventory and a ninety item Q-sort were administered to fifty-six two-year drafting students.

The study is relevant to educators concerned with recruitment and staff development in vocational education.

Wigent, Philip Alan. "A Study of Personality Variables Related to Career Decision-Making Abilities of Community College Students," Dissertation Abstracts, 33:7 (January,1973), p. 3314-A.

The purpose of this study was to identify how selected personality variables are related to the career decision-making abilities of community college students. The variables studied came from data associated with the following areas of investigation: self concept, academic achievement, educational and socioeconomic factors related to the student's family, and psychological needs.

The results of this study indicate that (1) individuals with positive self concepts are more likely to have decided on their career goals; (2) academic achievement did not significantly affect abilities to determine career goals; (3) parental educational attainment and family socio-economic status were not useful predictors of student career-choice abilities; (4) psychological needs are inappropriate predictors of the difficulty of student career-choice.

This study should be particularly helpful to counselors as well as curriculum specialists and teachers.

Williamson, John N. "The Inquiring School: a Study of Educational Self-Renewal," Dissertation Abstracts, 32:5 (November, 1971), p. 2563-A.

The dissertation deals with the assertion that in a complex society, schools must become centers of inquiry and self-renewal.

society, schools must become centers of inquiry and self-renewal. A model is developed to define an inquiring organization as one operating on the following four hierarchical levels: (1) at the *level of operation* the school undertakes those activities for which it is socially responsible; (2) at the *level of regulation* the school monitors the operational level to determine, in the light of goals established by the organization, whether the school is meeting its social responsibility; (3) at the *level of learning* the school operates on the basis of information internal and external to reorganize its structure and change its goals; and (4) at the *level of consciousness* the school must be defining and creating its role in society--monitoring itself in the light of the changing needs of society.

The dissertation is an unusual theoretical study which might provide useful insights to those working within traditional academic framework. It can also provide helpful data to leaders planning in career education to give supportive evidence that the school and the community must take joint responsibility in the education process.

Wilson, Philip H. "An Investigation of the Effects of a Career Planning Course on the Readiness for Vocational Planning of High School Juniors," *Dissertation Abstracts*, 31:3 (September, 1973), p. 1029-A.

This investigation was concerned with effects of a career planning course (five sessions of one and one-half hours each) on the readiness for vocational planning of high school juniors. A working model of career decision-making was constructed which involved three processes: (1) exploration, (2) data-gathering, and (3) decision-making.

It was hypothesized that students who participated in the course should be more ready to make good vocational plans than those students who are not taught about the processes, and their scores on this on the measure of readiness for vocational planning and their performance scores on a simulation decision-making activity would be significantly positively correlated.

Although the results of the study did not support the hypotheses, students in the experimental group stated that they were (1) considering more career possibilities; (2) paying more attention to factors involved in career-decision making; (3) more involved in the career-decision making process; and (4) satisfied and helped by the course.

This study contains information of interest to guidance counselors, placement personnel, curriculum specialists and administrators.

Wimmer, Neal A. "An Analytical Study for the Development of a Model Community Services Program for Community Colleges," Dissertation Abstracts, 32:4 (October, 1971), p. 1822-A.

This dissertation has implications for community service directors, community college administrators, and program development specialists. One important aspect of career education is the integration of school and community; community service programs help foster this integration.

The dissertation enumerated many characteristics of the successful community service program. These characteristics included the criteria of: (1) strong commitment to community service, (2) clearly delineated formal objectives, (3) program heads reporting directly to the president, and (4) emphasis on recruitment of highly qualified professional staff.

Winseman, Albert W. "An Interview Process for Selecting Activating Vocational Technical Instructors," Dissertation Abstracts, 31:1 (July, 1970), p. 243-A.

The purpose of this study was to develop the Instructor Aptitude Analysis (IAA) which seems to accurately predict activating vocational-technical instructors. The major hypothesis on which the study rests is that activating instructors--those whom students like, from whom students learn, and from whom they can easily obtain help--are preferred by principals and superintendents in charge of hiring personnel. The IAA was found highly accurate in terms of reliability, objectivity, and predictive value, and should prove to be a useful evaluative tool in school hiring practices. The study is of interest to educational administrators, counselors, teachers, teacher-trainees, curriculum and placement specialists.

Wircenski, Jerry Lee. "Career Aspirations of the Ninth and Tenth Grade Students in the South-Western City School District," Dissertation Abstracts, 33:4 (October, 1972), p. 1610-A.

The main purpose of this study was to determine if significant preference differences existed between and among ninth and tenth grade students who have and have not expressed career preferences.

In addition, the study sought to determine whether there were significant differences in the preferences and the factors which influenced the students' career choices.

Ninth and tenth grade students within suburban Columbus, Ohio from three high schools were the population for the study.

Based on the findings of the study and experiences of the researcher, the following were some of the conclusions drawn: (1) one additional year in education increases career selection, moreso for females than males; (2) there is a need for more career exploration-orientation information within each school; (3) work experience, hobbies and parents were the most influential forces in assisting the students with their career selections at both levels.

This information may be of assistance to teachers, principals, counselors, and administrators.

Witherspoon, Everette L. "The Process of Developing Vocational Education Curricula in Area Vocational Schools," Dissertation Abstracts, 32:5 (November, 1971), pp. 2571-A-2572-A.

The purpose of the study was to examine area vocational schools and make recommendations concerning planning, implementation, and evaluation of their curricula.

Data was received from teachers, directors, and curriculum coordinators for vocational-technical schools in New York, New Jersey, and Pennsylvania. Data collection was implemented by means of two questionnaires constructed for the study.

Some of the findings were as follows: (1) curricula were based on manpower needs of the area, national manpower needs having little influence on area vocational curricula; (2) the functions of the specific school, needs of students, and technological change also influence curricula; (3) curriculum planning involves, in varying degrees of participation, teachers and advisory committes with students and parents participating very little in planning; (4) time for implementation of a new program takes from six to eight months; (5) specific job training is the most commonly used educational tool in area vocational schools; (6) job-placement is the most important criterion used in evaluation of vocational school curricula.

Wood, Jerry L. "The Influence of Professional Laboratory Experience upon the Career Choices of Undergraduate Business Teacher Education Majors," Dissertation Abstracts, 32:1 (July, 1971), p. 831-A - 832-A.

The purpose of the study was to determine the effect of laboratory experiences including student teaching on prospective business teachers.

Sixty schools were randomly selected and were divided into two groups: schools which had laboratory experiences prior to student teaching, and schools which did not have such experience prior to student teaching. Student teachers from both groups were asked pertinent questions concerning their education and responses were compared.

The analysis indicated the following: (1) methods courses had no positive influence on students' attitudes toward teaching; (2) student teaching did not meet the expectations of those involved; (3) student teaching did increase the student teacher's sense of readiness to teach; and (4) high school business education teachers had the most influence on the students' decision to teach.

This study would be of interest to educational administrators, student teaching supervisors, teachers and guidance counselors.

Woons, George J. "The Community School Council: Functions, Characteristics and Issues," Dissertation Abstracts, 33:5 (November, 1972), p. 2094-A.

The primary purpose of the study was to establish guidelines for the adoption and implementation of community school councils. Concomitant purposes were to (1) determine the functions and characteristics of community school councils, and (2) identify some issues pertaining to the establishment of community school councils.

Forty persons from each of the following groups were randomly selected for the sample on the study: school superintendents, community school directors, elementary principals, and lay citizens.

One major hypothesis was developed and tested using a one-way analysis of variance. The Scheffi technique was used to test six sub-hypotheses.

Some of the findings in this study were concerned with (1) the terms of council members, (2) decision-making power and voting priviledges and (3) a broad representation of members.

Two major findings were that (1) council functions and characteristics should be determined by the needs of the community, and should be clearly outlined in the by-laws; and (2) school districts should consider a district-wide council when the community education program is in its formative stages.

Results of this study will be of interest to career education program planners as well as educators in general who work with community groups.

Zegler, Robert W. "A Study of Two Program Models of Teacher Preparation and Their Effects upon the Perceptions of Prospective Teachers," Dissertation Abstracts, 33:9 (October, 1972), pp. 1578-A-1579-A.

This study was an attempt to compare the effects of presenting a sixty-hour general methods training program to prospective secondary school teachers under two different time arrangements. The study tested the hypothesis that the different time arrangements of presentation would not effect the propsective teachers' perceptions regarding six variables.

Two groups of prospective teachers were given pre-tests and post-tests in addition to their attending training sessions. An analysis of variance was utilized in this study.

The evidence of this study indicates that measuring "overall" perceptions may not be as important as the task of measuring and clarifying the individual needs of the prospective teacher prior to the student teaching experience. Perceptions are subject to change during the program presentation regardless of the sequence employed for the presentation.

Two implications resulting from this study are that (1) programs designed to train prospective teachers in humanistic methods should be evaluated for determining the best procedure to follow for developing specific perceptions, and (2) efforts should be made to determine the individual needs of prospective teachers and assign those prospective teachers to the programs best suited for the development of their perceptual needs.

This source may be useful in the development of teacher preparation programs.

Zimmerman, Carl L. "An Experimental Study of the Effects on Learning and Forgetting When Students Are Informed of Behavioral Objectives before or after a Unit of Study," Dissertation Abstracts, 33:1 (July, 1972), p. 562-A.

The purpose of the study was to determine the effect of giving learners' behavioral objectives before or after instruction. The study sampled 150 non-mathematics majors in a mathematics class at Towson State College. The sample was divided into three groups. The first group was given instructional material with behavioral objectives listed before the instruction. The second group was given the same material with the behavioral objectives at the end. The third group was given the instructional material without behavioral objectives. A fifty item test was used to test criterion and results were analyzed using analysis of covariance, as well as verbal and quantitative SAT scores. There was no difference shown among the three groups.

The study suggests that the mere statement of behavioral objectives will not change the learning situation significantly.

Zumalt, Lonnie E. "Application of an Identification Model to the Study of Attitude Change among Counseling Practicum Participants," Dissertation Abstracts, 30:11 (May, 1970), p. 4787-A.

The intensive interaction between counselors and trainees during an eighteen week counseling program was investigated in order to determine the degree of attitude change among the participants. The Philosophies of Human Nature Scale (PHN) which attempts to measure altruism vs. selfishness, independence vs. dependence, trustworthiness vs. untrustworthiness, rationality vs. irrationality, complexity vs. simplicity, and variability vs. consistency was used to determine the degree of attitude change.

Statistically significant differences between the pre- and post-test levels supported the use of the PHN as an adequate measure of attitude change. Other areas for investigation are suggested by the author. The study presents a useful measurement tool for counselor educators and counselor trainees.

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"The Action on Sexism in Education," The American Educator, USHEW (June, 1973), pp. 24-28.

Recent reform movements in the area of sex discrimination have legal bases in the Education Amendments of 1972, the Equal Employment Opportunity Act of 1972, and the Comprehensive Health Manpower Training Act of 1971.

Several major studies have been recently undertaken to investigate sexism in education. This article highlights two such programs which seek to address the issue of sexism as it relates to educational materials and teacher attitudes. Emma Willard's task force workshops in Minneapolis and the Women on Words and Images study in Princeton, New Jersey, are examined in detail.

The results of the studies and the action taken to help alleviate sexism in the public schools will be of interest to textbook publishers, curriculum specialists, and the educational community as a whole.

Adams, Willie. "Career Education--Turn Students on in Middle School and Junior High," The Agricultural Education Magazine, 45 (February, 1973), pp. 174-177.

Adams sees the middle and junior high schools as having very important functions to perform in promoting career development of students. In an earlier article, Kenneth B. Matheny listed five functions which should be executed with the sixth through nineth grades in order to carry out a successful career education program. These functions if properly consummated will "turn on" any student in the age group.

Adams examines each of the five functions and gives recommendations for their performance. The recommended functions are (1) emphasize a continuation of occupational orientation started in the elementary grades; (2) provide opportunities for the development of accurate self-concept. Motivation is very much a part of this function; (3) offer supervised practices in decision making. Interest serves as a vehicle to motivate students to become involved in worthwhile learning experiences; (4) provide vocational information and exploratory experiences; and (5) assist students in choosing appropriate curricula.

More competent counselors, guidance experts, and placement officers are needed in middle and junior high schools if career education is to emerge and thrive in a school setting.

American Industrial Arts Association, "Position Paper on Career Education, "Man/Society/Technology, 32:7 (April, 1973), pp. 262-264.

The position paper defines industrial arts and career education. It affirms the compatability of the goals of each and notes that industrial arts must contribute to the success of career education. The article also details how the position paper was developed and describes the American Industrial Arts Association.

American Vocational Journal. Washington, D.C.: American Vocational Association, 47:1 (January, 1972).

This issue of the American Vocational Journal is devoted to exploring various ways to enrich teaching resources. Leading articles include the following: (1) "The Learner-Centered Approach to Instruction," by L. D. Holloway and D. J. Davis; (2) "An Instructional System to Prepare Teacher-Coordinators," by J. A. Bikkie, S.A. Eggland, and D. G. Zikmund; (3) "TV in Drafting," by R. S. Schumacher; (4) "Going Beyond Hardware and Software," by D. L. Fruchling; (5) "VTR: Unrealized In-Service Teacher Education Tool," by J. L. Hoerner; (6) "Diagnostic Approach to In-Service Teacher Education," by T. A. Rakes; and (7) "Procedural Model for Upgrading Career Guidance Programs," by R. E. Campbell, W. N. Suzuki, and M. J. Gabria, Jr. The issue also contains a section on manpower research and includes the 1972 buyers guide, listing sources of information for equipment and teaching aids.

This issue may be of value to educators responsible for developing in-service education programs.

Anderson, C. C., and Hunka, S. M. "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, 33 (Winter, 1963), pp. 74-95.

This article reviews research and represents an attempt to apply the psychology of learning and the techniques of multivariate statistical analysis to the problems of teacher evaluation. Experimental designs and procedures are suggested which provide a method of investigating a large source of variation--the evaluators themselves. A 124-item bibliography is included.

The experimental/research slant to this article makes it appropriate for teacher educators concerned with the statistical foundations of teacher evaluation.

Andrews, L. D. "Initial Preparation of the Career Teacher: an Approach to the Inservice Phase," Educational Leadership, 27:6 (March, 1970), p. 553.

Finding present preservice and inservice teacher training programs to be inadequate, Andrews advocates breaking away from the four-year bachelor's degree and one-shot student teaching program. He would replace them with a series of direct experiences beginning around the junior year and continuing at least to the third year of employed teaching. Direct experiences are designated as pre-internship experiences, clinical experiences, paid internships, two-year residencies and combined teaching-study programs. The program would include media delivered lab experiences leading the student to schools characterized by differentiated staffing. The different staff roles are described. Andrew's study has implications for student-teacher supervisors, educational administrators and teacher educators.

Arnold, W. M. "USOE Model Building Efforts to Produce Show Case Career Education Programs by Next Fall," Industrial Arts and Vocational Education, 61:5 (May, 1972), p. 4.

This article summarizes the plans for the school-based and employer-based career education models as of May, 1972. Over 2,000 hours of instruction are due prior to in-service teacher education in the summer of 1972. These units are based on a carefully engineered system of eight elements, thirty-two themes, and numerous goals and behavioral objectives. The organizations involved in the employer-based model are named, and its six general goals are listed.

The article is appropriate for those interested in the recent history of the development of career education programs on the national level.

Backman, David C. "Operation Bridge," *School Shop*, 32:8 (April, 1973), pp. 88-89.

The Center for Career Exploration was opened in Greeley, Colorado, to provide disadvantaged youth with an opportunity to explore a variety of related occupational experiences prior to entering a regular vocational training program.

A variety of "hands on" occupational exploratory activities in the areas of automotive mechanics, automotive body repair and maintenance, welding, wood, and construction are provided. Each area has been broken down into basic exploratory activities and then divided into levels of difficulty. The Career Analysis Profile Sheet, which is used as a course outline and as a guide for future vocational counseling, is given to each student. An example of CAP is provided.

The successful program offers useful information to teachers, administrators and curriculum developers.

Bailey, Larry J., and Nystrom, Dennis C. "A Rationale for Career Development at the Elementary School Level," *Journal of Industrial Teacher Education*, 9:2, 1972, pp. 5-10.

After a brief overview of career development theory, this article presents a rationale for exposing young children to explorations of values, attitudes, and interests in careers. The curriculum of a Southern Illinois University research project entitled "The Career Development for Children Project" is described in general terms.

Baker, G. E. "The Teacher's Role in Career Education," *School Shop*, 32:3 (November, 1972), pp. 35-37.

Teachers are the ultimate factor in the success or failure of career education because they are the elements through which the bulk of the educational and guidance activity is carried out. All teachers share at least three broad objectives for career education: (1) to provide experience for the student in which he may gain a full awareness of career opportunities stemming from the study of school subjects, (2) to help the student test the reality of his self assessment and his goals, and (3) to develop attitudes of respect for all useful career roles in the society.

Teachers must develop a broad understanding of general career goals and a willingness to try new approaches to teaching in order to implement career education.

The article is a good general introduction to consequences of career education for the teacher.

Barlow, Melvin L., and Park, Young. "The Case for Vocational Education in the Junior College with an Introductory Review of Recent Research," Junior College Research Review, 6:6 (February, 1972).

Broad in scope and general in nature, this publication would be suitable for the layman, but not for the specialists possessed with a working knowledge of career education. Barlow states the goal of the junior college education for employment. He conceives of vocational education as an integral part of the total educational structure and a viable alternative to the oversold "go-to-college" syndrome. The role of the junior college is clear, but Barlow adds that the two-year college has been slow to accept its responsibilities. The junior college needs to seek inter-cooperation with all educational institutions before successful career education can become a reality.

Barnard, Charles N. "Counseling by Computer," Education Digest, 38:1 (September, 1972), pp. 19-22.

The Educational and Career Exploration System (ECES) is an experimental computer counseling system currently being tested in Flint, Michigan. Five thousand students are now in their second year of consulting with the computer. After a two hour personal introductory session, a student can seek information on 400 occupations and 400 college majors considered in terms of his own grade average, aptitudes, and expressed interest. Students have spent an average of five hours on the terminal per year and 95 percent of students polled say they benefited. The article which was condensed from Think, IBM's employee publication, is of special interest to guidance counselors, curriculum planners, and educational administrators.

Barnett, Lawrence J. "Employer Based Career Education: a New Alternative," Urban Review, 5:4 (March, 1972), pp. 36-41.

The article describes the principles of Model III Employer-Based Career Education and presents a scenario of a typical student's day in an industrial plant. The stultifying inflexibility of traditional schools is contrasted with the possibilities of highly individualized and richly varied environments of the Model III program. Problems of employer and parent attitudes, curriculum construction, and costs are discussed. Throughout the article, careful planning involving employers, educators, and students is stressed.

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This is a highly appropriate article for those interested in community involvement in education.

"Barriers to Effective Career Education: Panel Discussion," Compact, 6:4 (August, 1972), p. 32.

In the ideological battle of academicians versus vocational/career education teachers, the real loser is the American student. The summation of this session of the annual meeting of the education commission of the states was the opinion reflected in the unanimous concern over the inadequacy of career preparation curricula and in the general lessening of status accorded vocational education.

Beaumont, John. "Acquainting Students with Career Opportunities in Marketing," National Business Education Association Yearbook, 8 (1970), pp. 145-153.

Beginning with a series of questions students might ask, this article discusses involvement in marketing occupations from a student's point of view. The availability of experiences in marketing is noted, and the value of these experiences to the student in learning to work with people, test interests, and prepare for other occupations is stressed.

This reading is appropriate for career teachers in general because of its "student-questions" approach.

Becker, J. L., and Williams, D. L. "Placement is a Part of Career Education," The Agricultural Education Magazine, 45 (June, 1973), pp. 278-279.

Becker and Williams view the important responsibility of secondary and postsecondary teachers of agriculture in the frequent task of helping their students make career choices and educational plans. It is the lack of reliable information to predict training and occupational success of students that limits the assistance teachers may provide.

The authors describe a study developed out of the lack of information available to agriculture teachers on career choices and educational plans. Attention was focused on a recent study by James L. Becker. The concern of the problem in this study is "Can training and occupational success in agricultural mechanics be predicted from high school records, ACT scores, and ACT Students Profiles of students upon their entry into a postsecondary agricultural mechanic program?"

Becker and Williams outline the procedure, findings, results, and conclusions of the study. The major findings were pertaining to (1) the high school record, and (2) the occupational success of community college agricultural mechanics graduates.

Based on the findings of this study, the authors believe that educators should look first to academic variables (cumulative college GPA especially) when assisting students in choosing a career and predicting the occupational success of graduates of postsecondary agricultural mechanics program.

Bentley, Ernest, Jr. "Comprehensive Staff Development," Theory Into Practice, 11:4 (October, 1972), pp. 262-66.

This article deals with the Cooperative Education Service Agency which focuses on making staff development activities not only available, but meaningful and relevant. The Agency operates on the philosophy that interdependence and cooperation are vital to staff development. The article presents a rationale for staff development, development of program model, organization for implementation, and problems of staff development programs.

Bjorkquist, David C., and Kayanas, H. C. "Should We Teach Career Information?," Man/Society/Technology, 30:4, 1970, pp. 92-95.

This is a report of a controlled study in central Missouri of the effectiveness of a fifteen-minute slide-tape presentation about industrial education occupations on the attitudes and knowledge of twelfth grade college preparatory students toward these occupations. It was found that the presentation had an immediate effect on attitudes and knowledge.

Bottoms, Gene. "State Level Management for Career Education," American Vocational Journal, 47 (March, 1972), pp. 89-92.

Substantial changes must be made in state level management to make career education become operational in the schools. The state board of education must accept career education as a major priority and assign the vocational education division to be responsible for implementing career education into school systems.

Besides the concepts and purposes of career education, the role and functions of state level management are discussed. Functions and activities included are (1) service to local school; (2) packaging of funds; (3) curriculum development; (4) staff development; (5) inservice activities; and (6) performance audit.

Charts showing cycle pattern of functions for state level management of career education and long range program structure for career education are provided.

Bottoms, Gene, and O'Kelley, George L. "Vocational Education as a Developmental Process," American Vocational Journal, 46 (March, 1971), pp. 21-24.

The scope and concept of traditional vocational education has been redefined as a developmental process which would enable the individual to progress from childhood into an adult work role and throughout a career. This process would include vocational guidance and counseling in connection with vocational training for the purpose of facilitating occupational choices.

A conceptual framework of developmental vocational curriculum based on career development theory and research is proposed. The dimensions of career development are given. They are (1) understanding self-characteristics, (2) occupational areas, (3) educational avenues, (4) educational and occupational decisions, (5) economic and social values of work, and (6) psychological and sociological meaning of work.

The article is a useful introductory guide for administrators, curriculum planners, and vocational teachers.

Boyle, Edward. "Eight Choices at the Right Time," Universities Quarterly, 25:2, (Spring, 1971), pp. 122-27.

Boyle, who is Vice Chancellor at the University of Leeds, England, feels that very few boys and girls consciously progress through secondary education making rational choices of subjects at direct points in time, with steady, long-term aims in view. More should be done to help the young. A few government and career teacher association steps have begun. Some emphasis should be placed, he feels, on the alternatives to college in planning a career.

Brandon, George L., ed. "Research Visibility: Guidance and New Careers," American Vocational Journal, 44:9 (December, 1969), pp. 41-56.

Thirteen research reviews in this issue pertain to guidance and new careers organized under topics of (1) occupational information, treating a career information services, a pilot computer-assisted guidance program, a junior high school program, and a study of information flow into secondary schools;

(2) careers, including a discussion of a national seminar on vocational guidance, a career development workshop, and a manual prepared for personnel developing a comparative guidance and placement program; (3) research reviews, discussing student selection and prediction of success, and guidance and counseling services; and (4) student interests and experiences, reporting a student's socio-economic profile, vocational interests of nonprofessional women, techniques applied to maladjusted under-achievers, and career thresholds.

"Plain Talk," a continuing column by the editor, reports anticipated changes in future research reviews reflecting (1) a teacher target audience, (2) problem-centered research, (3) a synthesis pointing out alternatives for action, (4) retention of the synthesis-application-dissemination theme, and (5) continued survey of the readership. A warning is voiced of the possibility of a dual-track system in vocational and general education in both the guidance and education functions. The bibliography lists forty-seven related studies and five document sources for further reading.

________________________. "Research Visibility: Vocational Education Research," American Vocational Journal, 46:1 (January, 1971), pp. 65-68.

The sixteen reviews of vocational education research are organized under these topics: (1) human potential and human resources, which reports a teacher institute to develop human potential, a leadership development study, and the labor market experience of men aged forty-five to fifty-nine; (2) reports of vocational-technical centers, including the Center for Occupational Education of North Carolina State University, The Center for Vocational and Technical Education at The Ohio State University, and the Industrial Relations Research Institute of The Center for Studies in Vocational and Technical Education at the University of Wisconsin; (3) careers and new careers, which reports bibliographies for health careers and career development and a study of the lack of upward mobility for new careerists; (4) disadvantaged adults and the handicapped, which reports an institute and a workshop dealing with the training of personnel and the disadvantaged-handicapped student; and (5) reports from the universities, including the University of Michigan, Oklahoma State University, Wayne State University, and the Minnesota Research Coordinating Unit. Availability is included in the abstracts of the reports.

This is an appropriate source for career education researchers, health career development specialists, continuing education specialists, and specialists in the training of the disadvantaged handicapped.

Brown, Duane, et. al. "Career Education: the Counselor's Role," School Counselor, 20:3 (January, 1973), pp. 193-196.

The article first presents the concepts and components of career education; then, the implications for and impacts on the school counselor's role are discussed.

The counselor's role, derived from the 3 C's problem solving model developed by Brown and Srebalus (1972), is discussed. The model assumes that the counselor's activities can be subsumed under three general topics: counseling, consultation, and coordination. The concepts of these activities are later explained to help readers get a better idea of how they could work.

A chart consisting of a useful list of potential functions of the counselor in career education is provided. This is a short, useful guide for school teachers and guidance counselors.

Bruns, James A. "McGavock: a Model School," Educational Leadership, 29:6 (March, 1972), pp. 529-533.

A description of the facilities, administrative structure, and program structure is given in this article about McGavock Comprehensive High School in Nashville, Tennessee. The curriculum heavily employs a wide variety of options, both among courses and within many courses. Much of the school's program and facilities are oriented toward vocational-technical interests.

This article is appropriate to those conceptualizing, developing or implementing comprehensive career education programs.

Buckingham, Liliam. "Job Placement as a School Program," American Vocational Journal, 47 (March, 1973), pp. 63-64.

The role of the school placement service must be expanded to meet the increasing needs of students in any comprehensive career education program.

The article describes the functions of the Department of Placement Service of the Baltimore, Maryland, public schools. The department provides free, year-round services to both students and employees.

Various activities are conducted throughout the year. Some of these are career days, career fairs, talks at career clubs with employers and consultants, testing programs, placement and follow-up services.

The department maintains close contact with employers, business, civil service offices, and business organizations which results in better employment opportunities for students. In return business, industry and the community benefit through optimum utilization of human resource.

Burkett, L. A. "Career Education: How Do Others Interpret the Concept?," American Vocational Journal, 47:3 (March, 1972), pp. 9-10.

Many people have different ideas of what career education is, due to a lack of clearly defined scope, content, and methodology. The author fears it is considered a reform for vocational education, and warns against any diminished role for vocational education. Career education funds in the fiscal 1973 federal budget are detailed and compared with 1973 funds for vocational education.

The information is of interest to program planners in career education.

________________. "Task Force Report on Career Education," American Vocational Journal, 47:1, 1972, pp. 12-14.

This is the first publication of an important document--the resolutions adopted by the American Vocational Association House of Delegates at the 1971 annual convention spelling out the AVA role in implementing the concept of career education.

The resolutions call for convening a White House Conference on Career Education, as well as state and national forums involving educational, business, industrial, and labor leadership. On the legislative front, AVA is to initiate a major effort to implement the program along the following lines: school programs to develop awareness of the world of work; career orientation; exploratory experience; assistance in decision-making; specialized training for occupations or occupational clusters--all jointly sponsored by the schools, business, and industry. Other concerns are listed as follows: programs for homemaking careers, workstudy and experience programs, vocational guidance, placement, and curricular development. The last three recommendations are support for professional personnel development programs, research to develop exemplary programs and new models, and advisory councils on Education for Careers at national, state, and local levels.

Burkett urges that AVA should take the leadership role in making "career education" more than a semantic innovation; he warns that without the involvement and support of all sectors of society, "We can expect career education to falter as have many progressive ideas in education before it."

_______________________. "The Role of Vocational Education in Career Education," NASSP Bulletin, 57:371 (March, 1973), pp. 73-81.

While vocational-technical education is an important part of career education, it is only part of the total career education system. Under the career education concept, the vocational-technical training programs require the support of the total system, since the system will need the specific skills training programs to produce individuals who can enter the job market.

The article is of interest to educators concerned with relationships between vocational-technical and career education.

Campbell, Robert E., *et al.* "A Procedural Model for Upgrading Career Guidance Programs," American Vocational Journal 47:1 (January, 1972), pp. 101-103.

This important article outlines the model characteristics of an effective school career-guidance program under development at The Center for Vocational and Technical Education at Ohio State University. The model aims at correcting shortcomings of school career-guidance programs found in a national survey conducted in 1968 by Campbell *et al*. These were (1) the tendency to undertake too ambitious a program, and (2) failure to make use of innovative methods and technology.

The essential model characteristics listed in this article are (1) student-centered--objectives should be stated in behavioral terms specifying desired student outcomes; (2) optimal use of resources; (3) extended resource base--involving teachers, administrators, and community resources; (4) alternative career-guidance methods and techniques; (5) a customized program--each school can develop a program most relevant to the needs of its own students.

Educational administrators, vocational counselors, teachers, and resource personnel charged with integrating school and community should find the model characteristics particularly helpful.

Canner, Leo O. "Leadership Training," Volta Review, 74:4 (Fall, 1972), pp. 76-78.

The author states that prior to 1965, the majority of leadership personnel in the education of the deaf was noted for the inbreeding, low level of professional preparation, weak writing ability, shrewd political acumen, narrow definition of deafness, generosity for school hospitality and addiction to week long conventions.

It is recommended by the author that programs of leadership in the education of the deaf should require a two-or three-year commitment to post-master's study and experience.

In addition the author recommends that the field of education of the deaf make its administrative patterns professional, in fact and theory, and that the knowledge and skills of this endeavor be generalized for present growth and future training. Research, analysis and theory-building are a few of the major areas of endeavor for the march of the education of the deaf in the 1970's.

This article would be very helpful to those involved in training personnel to implement career education for the handicapped.

"Career Education and You," School Shop, 32:8 (April, 1973), pp. 49-98+.

The entire issue contains an outstanding collection of articles on career education which will give the readers both the conceptual background and descriptions of actual programs in operation in many parts of the country. Examples of the articles are (1) "Career Education: What It Is, What It Is Not"; (2) "The Maryland Plan"; (3) "Career Education, an (Over)view from the Top"; and (4) "Building a Comprehensive Career Education System."

Administrators and teachers will find this special issue useful both for themselves and their students.

"Career Education: Equipping Students for the World of Work," College and University Business, 51:6 (December, 1971), pp. 39-44.

This multi-part section on career education presents an overall view and evaluation of the history and status of career education in terms of the career education models presented by U. S. Commissioner of Education, Sidney P. Marland, Jr. Included are an assessment of Marland's chances for success in implementing the approach and a brief presentation of the school model, employer model, home model, and institution model for Career Education. Included also are a table illustrating the history of congressional appropriations for career education and suggestions of five ways administrators can make career education work.

"Career Education: Equipping Students for the World of Work," Nation's Schools, 12:1 (December, 1972), pp. 35-49.

This article should be of special value to educational administrators and legislators. The rationale for career education is presented; the mutual cooperation of education, government, and industry is emphasized; the career cluster approaches are explained.

Sidney P. Marland, Jr., U. S. Commissioner of Education, outlines his belief in career eduation as "preventive medicine"; an analysis of the allocations of federal monies for occupational education is presented; administrators are offered a list of thirteen practical ways of improving their present occupational programs. Ongoing programs such as those at Triton College and the Dallas Independent School District are explored. In addition, the USOE's four models of career education (school-based, employer-based, home-based, and institutional based) are explained.

"Career Education Means an Entirely New Curriculum," American Vocational Journal, 47:2 (February, 1972), p. 24.

The article advocates total renovation of existing school curriculum into fifteen occupational clusters. It states that this rearrangement is impossible without the support of teacher education. The article contains little specific detail regarding implementation.

"Career Education Now: the Past 480 Days," School Shop, 31:10 (June, 1972), pp. 19,31.

Since Sidney Marland introduced the concept and philosophy of career education, the educators of the nation have been called on to implement the idea. The support of the American Vocational Association and the American Industrial Arts Association is described in this article. Disagreement over career education goals is expressed by the AIAA and The Bulletin of the Council for Basic Education, who feel that the orientation of all education to occupation and the work ethic is overemphasized.

The article's documentation of the career education movement makes it appropriate for those interested in the history of the movement.

"Career Education, Performance Goals," American Vocational Journal, 47:2 (February, 1972), p. 25.

The article is a report on three AVA 1971, convention speeches. Jerry C. Olsen, assistant superintendent of the Pittsburgh, Pennsylvania, Public Schools, proposed a method for developing a clear vocational education program, with stress on clear statements of objectives. Harry Huffman, Department of Vocational Education, Colorado State University, discussed the procedure for writing performance goals, based on his book, Writing Performance Goals, Strategies and Prototypes. Rupert N. Evans, professor of education at the University of Illinois, discussed a Project Talent finding that relates high school programs to socio-economic background.

"Career Education: Selected References," American Vocational Journal, 47:3 (March, 1972), pp. 79-80.

The bibliography contains selected references that cite the more significant contributions to career education since 1969.

The journal articles and documents will be useful to everyone in or associated with education to familiarize themselves with techniques for implementing career education programs. EDRS accession numbers are given for ERIC documents.

"Career Education, What It's All About," NASSP Bulletin, 57:371 (March, 1973), pp. 1-103.

The entire issue is devoted to the concepts of "career education." Eleven major articles, presented by leading educators, look at career education in different perspectives and directions. Among them are (1) "Career Education: a Report," (2) "Creating an Environment for Career Education," (3) "Rationale for Career Education," (4) "The Psycho-Social Foundation for Career Education," (5) "The Role of Vocational Education in Career Education," and (6) "The Classroom Teacher in Career Education."

The issue is recommended for educators, teachers, parents, and interested people who need complete and up-to-date information concerning career education. It could be used as a useful introductory guide into this rapidly expanding new concept of education.

"Career Development for Adults--Who is Responsible and for What?," *American Vocational Journal*, 47:2 (February, 1972), pp. 26-27.

This is a summary of the speeches given by three distinguished speakers at the Adult Education Department. Career development for adults is very important. Every effort must be provided to set up educational programs to provide adult students with the skills industry needs. Teacher training institutions, adult educators, business, and industry must share responsibilities in providing adults with initial training, retraining, upgrading, and advancement on the job.

Emphasis is also placed on training and recruiting qualified adult teachers which can be achieved with the help from all organizations concerned.

Carricato, Frank. "Creating an Environment for Career Education," *NAASP Bulletin*, 57:371 (March, 1973), pp. 31-39.

Using the analog of farming to illustrate the nurturing of a career education program, the author offers practical suggestions on necessary first steps in cultivating career education. The program the author suggests was implemented at Winston Churchill High School in Montgomery County, Maryland.

The article is of interest to educators planning career education programs at the secondary school level.

Chavez, Simon I. "Performance Accountability in Teacher Education," *Audiovisual Instruction*, 16 (March, 1971), pp. 56-57.

Education of teachers is a responsibility that must be shared in a school-university partnership. The partnership should be a prototype of the newest and most efficient models and should be staffed by experts in teaching who could demonstrate in practice the best theories of learning and instruction. In addition, it should include clinical professors from the university who would work in teams with teachers to seek and demonstrate promising innovations.

Educational theorists, teacher educators, and university administrators should find this article helpful in integrating theory and practice in the development of sound teacher education programs.

Cosand, Joseph P. "OE On Career Education," Change, 4:5 (June, 1972), pp. 7, 60-61.

Cosand attempts to express what the Office of Education sees career education as being, and some ideas on how to implement career education across the board, especially in the area of higher education.

Cosand immediately points out that OE was "not trying to dress-up vocational education, nor was it currying the favor of forces which would like to smother intellectual pursuit, nor was it trying to 'pigeon hole' people." OE wants to "redirect the educational process to the fulfillment of the 'whole' man-in his work, in his community, in his personal life."

Some questions Cosand asks his colleagues and others to respond to in trying to clear up many doubts on career education are (1) how many of your sophomore students have a solid idea of how they will earn a living and how they will function as citizens when they leave college; (2) how many of them began exploring career opportunities back in high or elementary school so they are now focused on a real job; (3) how many have a grasp of the relationship between future training, after they go to work, and future career success?

The author states that statistics indicate we are failing in the present educational system. Nearly 2.5 million students left the educational system lacking the know-how to launch themselves on careers. Many who complete training programs still find themselves ill-prepared for the real world because their understanding of a particular career field was too narrow to gain satisfaction on the job. It is toward this known deficiency that the concept of career education is primarily directed.

Cosand continues by pointing out some inherent dangers in applying a career education program and comments on how some of these dangers may be avoided.

A detailed explanation of the roles of institutions of higher learning and how they should prepare reform to meet the future needs of students (through career education preparation) is discussed.

The four models supported by OE and the matter of credit transferability were also pointed out. The author concludes that

> As educators we must never forget our first obligation--teaching the skills, the knowledge and the attitudes necessary for our citizens to adapt to change, to learn how to learn, to continue to develop personally, to be contributors rather than takers, so that our society will continue not only to survive but to flourish.

This article may serve to document the career education concept and it lends some recommendations on reforming the present educational system to meet the needs of students. The article may be particularly helpful to personnel in higher education.

Crase, Darrell. "Memphis State University Provides Opportunities for Black Viet Nam Veterans to Prepare for Teaching Careers," Job Health Physical Education Recreation, 41:3 (March, 1970), pp. 33, 48-49.

The article describes a ten-week refresher course program and three-year recreation education program for veterans. The program were unique in that they provided for experience in recreation programs in schools as well as intensive counseling throughout the training period.

The article is appropriate for those setting up and implementing special training programs.

Cross, Aleene. "AVA Role in Career Education," American Vocational Journal, 47:3 (March, 1972), pp. 24-26.

The author suggests strongly that the American Vocational Association be involved in providing leadership, obtaining funds, and developing a communications system for the implementation of the career education movement.

This is an appropriate article for those dealing with the interests of existing vocational and technical educational organizations in the process of setting up new programs in career education.

Cruickshank, Donald R. "Conceptualizing a Process for Teacher Education Curriculum Development," The Journal of Teacher Education, 22 (Spring, 1971), pp. 73-82.

One of several objectives of a workshop held by the American Association of Colleges for Teacher Education (AACTE) was to engage participants in thinking through processes for developing the teacher education curriculum. The participants did this, and a theory for teacher education curriculum was conceptualized and expressed in the form of a model. This model is presented here in its most recent form.

Teacher educators, educational theorists, and instructors will be interested in learning about the model developed in this study.

Darey, Robert L. "A Classroom Introduction to the World of Work," Occupational Outlook Quarterly, 15 (Winter, 1971), pp. 23-26.

A special course concerning various aspects of employment could be introduced in schools to help children bridge the gap psychologically from school to employment. "World of Work" education, as it might be called, could help young people develop a wide range of understanding and attitudes which will improve employability, motivation, productivity, job tenure, earning and work satisfaction.

A course of this type, developed by the U.S. Office of Education, was described in detail. The topics included are objectives of the course, procedures, contents, and activities conducted by both teacher and students.

Principals, teachers, counselors, and other school personnel may find this article helpful in planning adequate programs to meet the needs of all students.

Davenport, Lawrence F. "We Still Need Vocational Education!," School Shop, 32:8 (April, 1973), pp. 66-67.

Since vocational education is a major and indispensible part of career education, it is necessary that it be supported strongly by all concerned; otherwise, career education will not work.

Key career education concepts and their impacts on the existing educational system are provided. The information is of interest to those involved in vocational education as well as career educationists.

DeZutter, P. "Career Center: New Start to College or Job," American Education, 9:2 (March, 1973), pp. 19-23.

Penn Valley Community College operates a career center, a conglomerate of skill training programs, offered without cost to socio-economically handicapped people. Currently, there are three intensive individualized programs in dental technology, retails sales, office skills for federal government employees. Recruiting is done out of a mobile counseling unit and by two job coaches who roam street corners and pool halls. Also housed in the center is a program preparing 100 women to staff day care centers. The article discusses the difficulties and successes of the center.

Information in this article is of interest to curriculum planners, guidance counselors, and educators in general.

Ditlow, George, and Steinmetz, Richard J. "'Career' Labs for Middle School Industrial Arts," *Industrial Arts and Vocational Education*, 61:3 (March, 1972), pp. 22-25.

The article suggests some guidelines for administrators and teachers of industrial arts in planning "career" labs in school. Pictures of alternatives are provided. Instructions and explanations are given in detail, including the average cost for construction. Some of the criteria that need to be considered in planning the laboratory are space, equipment, access, utilization, and safety.

Dull, Lloyd. "The Cluster Concept in Career Education," *Educational Leadership*, 30:3 (December, 1972), pp. 215-17.

Career Education is divided into three inseparable segments: (1) career awareness through a study of the world of work in the elementary grades (k-6); (2) career exploration and orientation in the intermediate grades (7-10); and (3) career preparation conducted at the senior high school (11-12).

For students to make vocational career choices from the wide range of occupational information, the curriculum program must permeate the entire school. It must be an integral part of all subjects in the curriculum and must contribute to the entire curricular learning experiences of all students as they grow and develop.

The OE has broken the 23,000 active job titles into 15 occupational clusters that can serve as a basis for curriculum programs. The author also discusses the limitations of career education. The article is of interest to primary and secondary teachers and administrators.

Duncan, J. Allan. "The Importance of Vocational Influence at the Local Level," *American Vocational Journal*, 46 (November, 1971), pp. 35-36.

To implement the new concept of comprehensive career education successfully, changes in attitude, interest, and improved abilities in all personnel in the school system are required.

The local educational agency is charged with the responsibilities of determining local needs and to recommend the kind of professional development needed by each staff member to function adequately in a new program.

Various methods and guidelines in recruiting and promoting professional growth of staff personnel are suggested. These include training programs for teachers, counselors, administrators, recruitment program of new staff personnel, establishment of intern stations, and evaluation practices.

The author maintains that for the local system to function effectively, the authority must be vested in one person. Qualifications and responsibilities of this person are also suggested.

Eaddy, Vanik S. "Modifying Vocational Education Programs," Agricultural Education Magazine, 40 (July, 1971), pp. 18-19.

Isolated rural schools can develop comprehensive vocational education programs for youth in the area despite a lack of funds, ineffective vocational programs, and physical or psychological barriers.

A career development curriculum is proposed for these schools to provide for occupational and general educational study along with an effective guidance and counseling program. The significance of this design is the interdependence of vocational and general education in the total development of each student.

The work experience program should be closely coordinated and supervised to ensure relevant occupational application. The development of citizenship and leadership could be accomplished through the instructional program and by participation in youth organizations.

This reference may be of assistance to curriculum specialists, counselors, teachers, administrators and others in modifying vocational education programs to meet the needs of society.

Eastman, George. "The Critical Need for a New Education--Part I: Philosophical Substructure," Educational Theory, 21:2 (Spring, 1971), pp. 178-186.

The author argues that our society is moving away from a teleological or traditional world view to an intra-natural or postmodern world view, and that our educational structures have become out of place with this new conception of reality. Education thus fails to equip people for life, teaching them instead to conceptualize experience within outmoded forms.

This philosophical article is appropriate as background reading for personnel involved in any educational restructuring.

"Education for Career Development," Educational Leadership, 30:3 (December, 1972), pp. 203-61.

The major part of this issue of Educational Leadership is devoted to several aspects of the career education concept. The articles with asterisks are indexed separately by author in this bibliography:

*"The School's Role in Career Development"/Sidney P. Marland, Jr.
*"A Home-Community Based Career Education Model"/ Robert M. Worthington
*"Occupational Versatility: Key to Careers"/John Lavender
*"The Cluster Concept in Career Education"/Lloyd W. Dull
*"An Employer-Based Career Education Model"/Rex Hogans, John Sorcarovich
"Career Education Works!"/Charles J. Law, Jr.
"Coping in a Technological Culture"/Mary-Margaret Scoby
*"What About Career Education for Girls"/Edna Mitchell
"Occupation Education in Career Development"/Albert J. Paultu
*"Career Development: a New Focus"/Earl J. Moore, Norman G. Gysbers.
"Career Development: Pandora's Box or Cornucopia?"/ C. Todd Skohmenger, Harold L. Henderson.

Elliot, Ian. "Occupational Orientation Means Work for You," Grade Teacher, 88:8 (April, 1971), pp. 60-65.

This article, addressed to elementary school teachers, describes how and why career education is moving into the elementary grades, and the role of the federal government in setting up exemplary programs. A number of innovative approaches to elementary career education are mentioned, and two are described in detail. The approaches described are the "Room to Grow" program and "Technology for Children" in New Jersey.

Personnel involved in teacher training should find this article useful.

"Emphasis on Human Problems Marks Chrysler Training Effort," Manpower Information Service, 2:5 (November 18, 1970), pp. 111-113.

The Chrysler Corporation Manpower Policy has shifted from emphasis on mechanics of the job to emphasis on the human factors of production. The main concerns of the program include (1) motivation, (2) discipline, (3) teamwork, (4) tackling trainees' personal problems, and (5) acclimating trainees to the physical rigors of an eight-hour job. The vestibule training program covered six weeks of instruction in a simulated work situation. The curriculum stressed orientation to the work environment and goals so as to convince the trainee of the dignity of earning his own way. The instruction was further intended to help them accept the discipline of the work world and to demonstrate that the establishment is made up of people working together. The program provided transportation, where necessary, for pretraining interviews and tests and a transportation allowance during the training period. The trainees learned to read work instructions, do production-related mathematics calculations, and understand their own paychecks. Extensive counseling services were provided along with an orientation to the labor union and its operation. The overall training period covered four-weeks of classroom work and two-weeks of hands-on training in a miniature job setting.

This article should appeal to industry and education alike, for it demonstrates an integration of on-the-job training with improvement of human motivational problems.

Evans, Rupert. "Rationale for Career Education," *NASSP Bulletin*, 57:371 (March, 1973), pp. 40-51.

While some students are motivated to learn because the school says they should learn, other students need to see the social and individual relevance of material in order to learn it efficiently. Career education can be designed to provide this relevance.

Career education can help teach the dimensions of the importance of work to all students and can help an individual's work ethic grounded on more than hedonism.

Career education can also provide access to skills for students ordinarily dumped without career competencies in society at graduation.

The article is of interest to educators seeking a rationale for the existence of career education.

Faas, Larry A. "A Career Development Program for Indian Teachers," *Journal of American Indian Education*, 11:2 (January, 1972), pp. 27-28.

Sixty-five members of the Arizona Indian community are enrolled in an in-service teacher preparation program. The government funded program can be completed in four years and five summers.

The teachers hold salaried positions as "teacher aides" while being teamed with a full time teacher. The universities send professors for winter course work on the reservations. An analysis of the program's effectiveness should interest teacher educators.

Fanelli, Richard. "Career Education's Coming of Age," Media and Methods, 9:8 (April, 1973), p. 53.

The article discusses the functions and activities of career development centers being instituted in schools throughout the country. The projects were intended to establish and explore ways in which career education might be infused into a school system on a broad scale.

The scopes and goals of the Comprehensive Career Education Model are presented and discussed, including various career oriented classroom activities which are introduced into academic subjects, such as English and journalism.

The article stresses that career education is not an attempt to undermine the traditional curriculum, but it should help teachers reinforce their priorities effectively. The information is of use to curriculum developers, teacher trainers, administrators, and teachers.

Ferver, Jack C. "Career Education and the Adult Educator," Adult Leadership, 21:5 (November, 1972), pp. 165-68.

This report of the Adult Education Summer Conference, held at the University of Wisconsin, Madison, explains that the meaning of the new national focus on career education is not clear in its relation to adult education. Two questions specifying the problem are (1) what distinguishes career education from education or human development, and (2) is not career education really what good vocational education has always been?" of the four career education models currently being developed under USOE contracts were present, and conclusions about their implementations for adult education were drawn. Paul Delker, Director of the Division of Adult Education in the USOE, asked participants to make recommendations for four model development proposals in adult education. The recommendations of these groups are reported.

Finnegan, Harry. "Into Thy Hands...Staff Development," Theory Into Practice, 11:4 (October, 1972), pp. 15-24.

The purpose of this article is to describe the planned staff development program which is developed from the school district's perceived needs in Spokane Public Schools.

Curriculum development will be discussed only incidentally, as it relates to the planned development program.

The article may serve as a reference for staff developers as well as others.

Flug, Eugene R., et al. "Roundtable: Comparing Programs in Industrial Education," Industrial Arts and Vocational Education Magazine, 59 (January, 1970), pp. 24-26, 68-69.

This article consists of questions and answers, given by eight educators engaging in the industrial arts education projects being developed at different sites.

The project titles are American Industry, Industrial Arts Curriculum Project, the Partnership Vocational Education Project, Galaxy Plan for Career Preparation, Orchestrated Systems Approach, and Industriology project.

The objectives, philosophies, concepts, and scopes of the projects are briefly provided.

This article is useful particularly for vocational teachers who need to know the progress and development of their profession.

Froning, Dorothy. "Vocational Opportunities for the Foreign Language Major," Wichita State University Foreign Language Summary, 6:2 (November, 1971), pp. 3-6.

Vocational opportunities for the language major are classified in two major groups in this article. The first focuses on vocations in which a knowledge of a language is the prime requisite for employment; the second group concerns vocations in which knowledge of a technical skill, trade, business, or profession and a knowledge of a second language are required. Comments are intended for those seeking positions in education, business, and government. Other career opportunities in travel, libraries, and publishing are cited. A short bibliography is included.

Fuller, J. W. "In-Service Program for Adult Faculty," *Adult Leadership*, 20:6 (December, 1971), pp. 205-06.

Fuller reports on an experimental self-instruction in-service program for adult education faculty. Feedback on the program from the fifteen participants showed mixed opinions; however, the negative features were seen to be changeable by ordinary rewriting and replanning.

Gambino, Thomas W. "Junior High: The Exploratory Years," *American Vocational Journal*, 48 (March, 1972), pp. 56-57.

Career education programs have been implemented in the New Jersey school districts. Emphasis is placed on junior or high school students because of their increasing interests and the impact of career orientation on their career styles. Some activities conducted are career clubs, summer programs, part-time jobs, and intensive skill training and counseling, using video recorders as a means of expanding students' self-identity.

Career resource centers are established by pulling together school and community resources. One of the primary responsibilities of the center is to provide help and support to schools, students, and teachers in improving and expanding career education programs in the school system.

Guidelines for developing career education programs in the school system are also provided.

This article may be helpful to principals, teachers, counselors, curriculum specialists and the like in understanding and implementing career education.

Gillett, Thomas D. "Teachers Can Make Changes," *Today's Education*, 62:4 (April, 1973), pp. 44-45.

Gillett presents four (4) assumptions in establishing a firm foundation for educational change. The author's aim in presenting this article is to establish a constant and continuing pattern of examination, evaluation and implementation for all schools.

In addition, a dialogue is included to point out some differences that need to characterize evaluation in varying learning settings, including (1) understanding of differences in general approaches to the learning task, (2) appreciation for different degrees of structure and freedom, (3) recognitions of many valid approaches to individualization of instruction, and (4) respect for a variety of teaching styles.

This article may be appropriate for educators in general, especially teachers, curriculum specialists, and evaluators.

Ginzberg, Eli. "A Critical Look at Career Guidance," Manpower, 4:2, 1972, pp. 3-6.

Ginzberg's concern over the discontinuity between vocational guidance as it is practiced and the needs of disadvantaged groups is the theme of this article. He charges that "Guidance has an exaggerated and unrealizable ambition--to add significantly to human happiness, in what, for most clients, amounts to only a few hours of counseling."

He also brands experiments in computerizing information for career decision-making as "premature and of questionable value. At worst, the computerization focuses attention on gadgetry and deflects the attention of the profession away from deepening understanding of the process of making choices and improving the overall quality of information on which judgments are based."

Guidance counselors, naturally, should be intrigued by Ginzberg's theories, as should curriculum specialists committed to improving the quality of instruction for the disadvantaged, and administrators who should more seriously contemplate the limits of "gadgetry."

______________. "Career Guidance: Is It Worth Saving?," Impact, 1:1, 1971A, pp. 4-15.

The importance that the counseling profession is assigning to career guidance is evidenced in the space devoted in this first issue of the new ERIC Counseling and Personnel Services Information Center journal, Impact, to Ginzberg's criticisms (1970) and counselor rebuttals.

Ginzberg explains the rationale for his study and the interdisciplinary make-up of his staff. The team represented competencies in economics, sociology, psychology, and education, in close liaison with leadership in the guidance field.

His main contentions are (1) career guidance is a minor commitment of the guidance profession and its major commitment is to upper- and middle-income college-bound youth; (2) guidance counselors in high schools are "frequently not doing any guidance," let alone career guidance. Instead they are heavily involved in "institutional stabilization activities," such as handling problem students; (3) the quality of occupational information now being disseminated is "next to worthless."

His remedies call for tapping community resources, making greater use of teaching staffs, using group guidance, and rescinding the teaching requirement for counselors. He is opposed to extending the career guidance theme into the elementary schools--a view that provokes much discussion in the responses from counselors. Instead he feels that career guidance should be expanded at the adult level.

Girauet, Emily S., and Gross, Richard E. "Resource Personnel Workshops: a Team Approach to Educational Change," *Special Education*, 37:3 (March, 1973), pp. 201-207.

This article focuses on a National Science Foundation program (Resource Personnel Workshops) aimed at developing leadership cadres. The article presents assumptions guiding recruitment and selection, assumptions shaping the workshop designs, macro-design changes, and assumptions influencing the follow-through year.

It is felt that with the Resource Personnel Workshops, two contributions can be made: (1) there are indications of substantial dissemination of timely, new directions in the field; (2) this approach carries the seeds of long term success for improved processes for in-service education, as well as for needed curricular implementation.

The information in this article may be used to guide curriculum planners, educators, recruiters as well as others in personnel development.

Golaty, Helmut J. "Have You Tried Labor Education?," *Junior College Journal*, 42:6 (March, 1972), pp. 28-29.

This article urges cooperation between union labor educators and junior college administrators in providing programs which equip workers to become involved in the politics of the union and the community. Advantages of community colleges for the worker are pointed out.

The article is relevant to those concerned with programs involving community organizations and educational institutions.

Good, James E., and Good, Mary G. "Industrial Arts Involvement in Career Education," *Man/Society/Technology*, 31:7 (April, 1972), pp. 205-08.

Industrial arts education, through its activity-oriented program and its commitment to student involvement provides a natural basis for the assimilation and integration of facts, principles, and concepts related to career education from all students of all ability levels.

Because of personal experiences, education, and training, industrial arts teachers are in a better position to offer realistic, current occupational information concerning a broad range of industrial and technical occupations than teachers in academic subjects. However, they are urged to become involved in various professional organizations and in the community to be better informed and contributing members of an instructional unit.

Activities for career education programs through industrial arts education are suggested, as well as the process of occupational information collection and distribution.

Green, Bill. "Manpower Trends in the 70's, Implications for State Leadership," American Vocational Journal, 46:3 (March, 1972), pp. 36-39, 50.

The need for reordering priorities in occupational education at the secondary and paraprofessional levels is increasingly apparent. There is a need for national impetus to legitimize and support state leadership so that it can operate its own occupational programs appropriately and more effectively. Special attention should be given to those persons who live in the inner city to solve the problems of unemployment and manpower shortages in the labor force at the levels of the semi-professional, technical, and highly skilled jobs.

Changes in the practices of budgeting and programming of the funds, in the fiscal balance, and in the ordering and modernizing of curriculum contents are suggested.

Charts summarizing the U.S. projected post-secondary enrollments and expenditures (1967-68 dollars) during the period of 1958-1968 are also presented.

Griswald, K. W. "Counseling with Adult Students," Adult Leadership, 20:3 (September, 1971), p. 103.

Needs of adults are different from those of younger students. Having been away from school for a period of years, they often need an accepting ear for their fears and uncertainties. Their goals are immediate and they may need help in defining them. Finally, they may have to cope with physical changes, such as decrease in vision and hearing.

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This article is of interest to teachers in adult and continuing education as well as educational administrators and guidance counselors.

Gysbers, Norman, and Moore, Earl. "Guiding Career Exploration, Any Teacher Can," The Instructor, 81 (February, 1972), pp. 52-53.

Any teacher can effectively guide his students through the process of career exploration. This could be done in a number of ways, such a relate lessons to examples in the real world; make wise use of personal and community resources widely; help students develop their own interests and in their own way.

Guidelines which can be used to establish a classroom environment to serve career exploration purposes as well as certain activites are suggested.

This article may be especially helpful to instructors in planning relevant classroom activities.

Haberman, Martin. "The Multi-Program Approach to Teacher Education," Education, 92:4 (April, 1970), pp. 55-57.

As an alternative to what the author considers a watered-down, one program approach that tries to cover everything expected of perspective teachers, the author proposes a separation of education department offerings into four alternatives: (1) skills emphasis; (2) involvement emphasis; (3) independent study; (4) coursework emphases. Faculty members holding to one of these emphasis could teach strongly, without having to water-down their commitment to a single view. Continuous evaluation would be achieved by student choices.

Hagans, Rex, and Svicarovich, John. "An Employer-Based Career Education Model," Educational Leadership, 30:3 (December, 1972), pp. 222-24.

The employer-based career education concept is based on the assumption that most people learn best and like learning best by performing useful tasks in real situations and by getting real rewards for those tasks.

In this National Institute of Education model, learning will take place outside the school at employment settings. Characteristics, favorable features, and cautions relating to the model are presented. The program is geared exclusively to high school students.

The article is of interest to high school teachers and administrators, and to business leaders.

Haines, P. G. "Reality of Job Experience Projects," Business Education Forum, 26:5 (February, 1972), pp. 24-25.

Several short-term on-the-job experiences can serve the need of students just as well as classroom experiences. Reasons for job experience include (1) job exploration, (2) skills application, (3) skills development, and (4) integration and polished performance. Eighteen general and specific suggestions on how to put theory into practice are given.

Halcomb, A. H. "Developing Career Education Materials for Elementary Teachers, "Agricultural Education Magazine, 45 (January, 1973), pp. 152-153.

Halcomb states that "In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life."

To implement career education in the lower grades, much planning and work in developing supplemental materials for elementary teachers to use are needed. The primary concern of this article is with materials pertaining to agriculture or agribusiness. Halcomb stresses the need of agriculture and agribusiness personnel to help provide the guidance and instructional materials needed by elementary school teachers to do the job.

Halcomb suggests that each grade level be limited to two or three occupational clusters a year. He gives an example of a suggested teaching outline on Forestry that may be helpful to elementary teachers.

Hardwick, Arthur Lee. "Career Education--a Model for Implementation," Business Education Forum, 25 (May, 1971), pp. 3-5.

A model of career education covering grades one through twelve is suggested. These grades are grouped into four levels according to their specific purposes. They are (1) occupational awareness (1-6); (2) occupational orientation and exploration (7-8); (3) occupational exploration in depth, beginning specialization (9-10); and (4) specialization (11-12). Objectives for each grade level are stated in detail.

The procedures of curriculum development for the model have been developed. Generally, the curriculum development is actually a triple-pronged effort involving (1) an occupational cluster curriculum effort, (2) a curriculum refocusing effort for grades one through eight, and (3) a subject matter relating effort in grades nine through twelve.

The article provides useful information concerning the process and procedures of developing career education programs.

Havinghurst, Robert J. "Poverty Seen as Major Problem of Indian Education," Report on Education Research, 2:20 (September, 1970), p. 5.

Poverty appears to be the major problem besetting Indian education. It is very difficult when dealing with a minority group to disentangle the effect of poverty from any effects of the minority's culture, but the fact remains that more Indian children are in isolated rural areas or lower class schools where children do not learn as well as the national average. This interim report offered the following tentative findings: (1) Indian children have the same level of mental alertness as white children; (2) studies of self-esteem and self-concept show Indian youth to be similar to non-Indian youth; (3) the mental health of Indian youth is not inferior to that of non-Indian youth of the same family economic level; (4) school achievement is below the national average as it is for other children of other low-income white and ethnic groups; (5) Indian parents are generally mildly favorable to the schools their children attend; (6) Indian parents, Indian students, and teachers of Indian students favor more attention to tribal and Indian culture and history in the school curriculum; (7) Indian parents and community leaders favor more Indian influence in the operation of schools; (8) the movement of Indian families to the cities will bring approximately a third of the Indian children into big city school systems by 1980.

Federal legislators, teachers of American Indians, and educational policy directors should find this an enlightening document.

Heilman, Cas, and Goldhammer, Keith. "The Psycho-Social Foundation for Career Education," NASSP Bulletin, 57:371 (March, 1973), pp. 62-72.

The authors see career education as a step toward a solution to many of the problems and difficulties in today's society and schools. Its goal--to capacitate all human beings for effective living--must be matched by the social provision of opportunity.

The article is of interest to anyone interested in exploring the full range of the potential of career education.

Hendrich, Vivian. "Seattle's Concentration on Careers," Education Digest, 37:3 (November, 1971), pp. 34-37.

The Seattle Public School System has developed a prototype career education program that offers occupational information from kindergarten through high school, and integrates career materials into every subject of the curriculum. Based on the premise that children cannot make intelligent career choices unless they have a chance to sift through occupations and try them out, the schools begin in elementary grades to acquaint the students with the various kinds of workers and the roles they play in the life of the community. Career preparation becomes more specific as the children progress through junior and senior high.

Holden, H. Dale. "Career Education, an Approach," Man/Society/Technology, 31:7 (April, 1972), pp. 220-21.

The article describes the concepts, objectives, and programs of the career education model being developed for schools in the four counties of the Region IV area, South Carolina. The model, consisting of three components -- (1) career awareness (k-6); (2) career exploration (7-9); and (3) career preparation (10-12)--is intended to serve elementary, junior, and senior high schools in the region.

The basic goals of the model are to assist students in clarifying self-identity, in developing good attitudes, and in expanding career knowledge and occupational skills leading to appropriate job placement in continuing education.

Activities of the career education model are also suggested in the article.

"How Much Career Education in Science? A Discussion Session at the N.S.T.A. 1972 Area Convention in San Diego," Science Teacher, 40:4 (April, 1973), pp. 28-30.

This article is based on the role of science teachers in career education. A tentative definition of career education and a composite of the ideas and the discussion at the San Diego session are included.

Career education is defined as a continuous (k-12 and beyond), comprehensive, interdisciplinary, systematic, and cohesive plan of learning, organized in such a manner that youth at all age levels will have ample opportunity and maturation to acquire (1) useful information about the occupational structure of the economy, (2) the alternatives of career choice, (3) the obligations of personal productive involvement in the total work force, etc.

It was pointed out that career education can be thought of as an instructional goal which is appropriate for all subject matter areas. In addition, a successful program of instruction that includes career education will require greater cooperation among the business, labor, and industrial communities, to facilitate the provision of meaningful field exercise, work experience and job placement in the fields of science.

This article may serve as a guide for teachers, businessmen, labor and industry employers and curriculum specialists.

Howe, Harold, II. "Remarks Regarding Career Education," NASSP Bulletin, 57:371 (March, 1973), pp. 40-51.

Career education can take an important role in improving the conditions of life for everyone, the author believes, but educators must guard against espousing it as a panacea while ignoring other important education issues. These issues include (1) that the concept may be so general that it runs the danger of being watered down to a mass of lip-service activity; (2) that career education implementation may take emphasis off teaching basic skills; (3) that too much emphasis on careers will detract from the better aspects of traditional personal and social education.

The article is of interest to educators at all levels concerned about the effect of the concept of career education on schooling.

Hoyt, Kenneth B. "Career Education: Myth or Magic," NASSP Bulletin, 57:371 (March, 1973), pp. 22-30.

Hoyt defines career education as the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

He explores the basic concepts implied in the definition, and explores their implications for educational change. He concludes by seeking a commitment from the individual professional in education.

Hunter, Ruth. "Adult Education Is Irrelevant," Adult Leadership, 19:9 (March, 1971), pp. 305-06, 312-13.

Programs for the educationally and socially disadvantaged need to be examined for relevancy. Student-centered programs titled "You and Your Job," "You and Your Community," and "New Career Opportunities" are suggested as appropriate for adult educators who are searching for ideas to incorporate into courses geared to modern community, industry, and business opportunities. These courses are planned to meet three criteria: (1) to be written up as VEA proposals, (2) to meet current training needs and careers for those from lower socio-economic areas, (3) to provide opportunities for careers that have vertical implications beginning in the adult day school and possibly culminating at the college level. The programs described cover the areas of business education, homemaking and consumer education, and training early childhood aides and licensed home workers.

Jacobs, James N., and Felix, Joseph L. "Developing Developers: the Race to Improve Education," Theory Into Practice, 11:4 (October, 1972), pp. 225-31.

The article deals with the personnel development efforts of the Cincinnati school system's Division of Program Research and Design, which is viewed as a major agent for change in the school system. Seven projects range from a pre-school program to a management information system.

Professional personnel for the division are screened through an "open selection" process for positions usually lasting no more than three years. Staff development is seen as an ongoing process in a fast changing organization.

The authors classify the problems and opportunities relating to staff development into four categories. The categories are (1) relating personal goals to job demands, (2) improvement of human relations skills, (3) improvement in professional knowledge and skills, and (4) institutional accommodation.

The agency is committed to its responsibility for developing and training its staff, and favors Rensis Likert's concept of participatory management.

The article presents an overview of a functioning staff development program and would be of interest to educators at all levels of big city education systems.

Jacobs, Jan W. "Occupational Education: Unfulfilled and Unappreciated," NASSP Bulletin, 57:371 (March, 1973), pp. 89-92.

Both career and vocational educators may be interested in the case the author presents for taking action now on occupational education, based on reports from the National Advisory Council on Vocational Educaton and the Michigan Senate Education Sub-Committee.

Jensen, G. "Preparing Competent Teachers of Teachers," Educational Leadership, 30:5 (February, 1973), pp. 428-29.

Jensen asserts that teachers of teachers should be superior in organizational ability, enthusiastic about teaching, skilled analysts, and adept at interpersonal relations. He discusses his interpretation of each.

Jordan, A. C. "Improving the Status of Teaching," Improving College and University Teaching, 18:4 (Autumn, 1970), pp. 203-04.

Jordan asserts that research, publication, and consulting are displacing teaching as the prime functions of university professors. This is the case because these functions are easier to evaluate and quantify than teaching and therefore contribute more to rewards and status. A first step in reversing the trend would be to devise an adequate evaluating procedure for judging teacher effectiveness. Some suggestions for developing such a procedure are given.

Kirby, P. W. "In-Service Education: the University's Role," Educational Leadership, 30:5 (February, 1973), pp 431-33.

Kirby assesses the merits and limitations of three typical ways colleges presently function in staff development: colleges provide speakers, colleges provide courses to in-service teachers, colleges provide "outside" workshop consultants. He then explains the new "package" approach. Packages at their best provide printed, media, and manipulative materials to be integrated with the use of consultants. His report should be of interest to college administrators and in-service training consultants.

Kirkman, Ralph E. "Career Guidance: Some Problems," Peabody Journal of Education, 49:3 (April, 1972), pp. 173-

Recommendations are made to make career guidance programs in high schools more effective and more productive, especially for non-college bound students. Suggestions included are changes in curriculum to assist children to develop career awareness at a very early stage, (2) more funds available to staff schools with an adequate number of well prepared counselors, (3) preparation of classroom teachers to assume more responsibility in career guidance, and (4) closer working relationships among business, industry and career information disseminating offices.

Kraft, Richard H. P. "Technical Change and Educational Obsolescence: Challenges to Administrators as Managers of Change," International Review of Education, 17:3, 1971, pp. 309-323.

It is urgently important that our system of vocational-technical education gain the necessary capacity for innovation in order to respond to society's demands. If educational administrators want to adjust curricula, planning strategies must include a comprehensive look at educational qualifications, the cost of education, and the problem of poor use of educated labor in industry. The approach of assigning rigid educational requirements to technical occupations is outdated. Curriculum revisers must realize that firms provide their own training for their highly-qualified personnel.

This thoughtful article is appropriate to any long-range consideration of educational planning for industrial needs.

Lansky, Leonard M. "The Teacher as Learner: a Model for In-Service Training and the Classroom," People Watching, 2:1, 1973, pp. 25-30.

The article describes the in-service workshop conducted for geography teachers. Activities of the workshop include role-playing, brainstorming, and sensitivity training. The topics covered, according to teacher needs, are communication skills, content of the subject matter, and teaching methods.

The evaluation of the workshop indicates some degree of success. Participants have used the knowledge and skills obtained in their classrooms and in working together to set up additional workshops.

The article can be used as a guide by those concerned with in-service training of teachers.

Laramore, Darryl. "The Classroom Teacher in Career Education," NASSP Bulletin, 57:371 (March, 1973), pp. 93-103.

The article attempts to define career education and to explain the responsibilities of classroom teachers in a successful program. It also provides guidelines on how classroom teachers can be stimulated to incorporate career education into their classroom subjects. No matter what the ultimate fate of career education, it provides a method through which subject matter can become more relevant.

Classroom teachers and administrators will find the article of interest.

Lavender, John. "Occupational Versatility, Key to Careers," Educational Leadership, 30:3 (December, 1972), pp. 215-217.

The author describes the experience of an eighth grade boy in shop class which he considers true career guidance at the exploratory level. He feels that each student should be able to identify what his/her own goals are and should also be able to evaluate how well he/she is doing in reaching those goals.

The article will be of interest to junior high level teachers and staff.

Leonard, George E. "Career Guidance in the Elementary School," Elementary School Guidance and Counseling, 6:2 (December, 1972), pp. 124-126.

The author defends the inclusion of career guidance in elementary grades. An overview is given of the emphasis and kinds of activities the author thinks are appropriate for each of grades kindergarten through six.

Lux, Donald G. "IACP, a Blending of Basic Attitudes with a Humanizing Occupational Orientation," School Shop, 32:8 (April, 1973), pp. 49-50, 78.

The Industrial Arts Curriculum Project is intended to develop an educational program for junior high school industrial arts, based on an interpretation of modern industrial technology. Through the IACP program, a two-year sequence course including The World of Construction and The World of Manufacturing, students learn how man plans, organizes, and controls materials, tools, techniques, and people in order to produce goods to serve his needs.

The feasibility and advantages of introducing the IACP program into career education are also discussed.

Maley, Donald. "The Maryland Plan," School Shop, 32:8 (April, 1973), pp. 52-54.

The Maryland Plan is a systematic approach to implement career education into school programs extending from grades six through twelve.

First, a definition of career education is presented. Then, based on the definition, the programs are developed to cover three major elements: (1) self-understanding, (2) societal awareness, and (3) fundamental skills.

The two main tenets of the Maryland Plan are the idea of individualization and the concept of flexibility. As a result, various carefully planned activities are provided for students to choose from according to their own needs and interests. The article is of interest to teachers, curriculum planners, administrators, and personnel involved in developing a career education program for the areas specified.

Mannebac, A. J. "Career Education in Elementary School," Agricultural Education Magazine, 45 (January, 1973), pp. 154-155.

The author states that "The major focus of career education is to help the students relate their education to the real life experiences encountered in everyday living."

Career education may be incorporated at the elementary level through well planned, organized and relevant activities built into the curriculum. Several examples of activities are used to demonstrate how academic concepts in many subject matter areas may be learned while increasing the career awareness of the students. Students should be given the opportunity to obtain direct contact (through field trips, interviews, role playing and "hands on" activities) with persons who are presently engaged in specific occupations, for through direct observations and inquiry, students may begin to see the relevancy of their school work to those persons in the world of work around them.

Mannebac makes several suggestions as to how the instructor of agriculture can contribute to the career education program at the elementary level. They are as follows: (1) he should be familiar with the emerging career education concept; (2) he should be cognizant of the changes taking place at the elementary level; and

(3) he can facilitate the career awareness in agriculture by workin closely with elementary teachers. Mannebac also offers five (5) ways teachers of agriculture may assist elementary teachers, for "the larger the number of students who become aware and develop their interest in agriculture at the elementary level, the greater the possibility of enrollment in agriculture classes at the high school level."

Marland, Sidney P., Jr. "Career Education: a Report," NASSP Bulletin, 57:371 (March, 1973), pp. 1-10.

The author gives his rationale for career education, explains why the Office of Education refuses to define the term too precisely, and makes a plea for the unification of technical and career education. In this speech presented before the Conference on American Youth in the mid-70's, he explains why he feels high school is a likely place for the implementation of the concept of career education. He concludes by describing four pilot projects under preparation which are funded and guided by the Office of Education.

This article is of interest especially to secondary school educators wishing to understand the implications of career planning.

____________________. "Career Education: Every Student Headed for a Goal," American Vocational Journal, 47 (March, 1972), pp. 34-36.

Because of the unclear purpose and failing curriculum of general education, USOE has developed a new concept of education--career education. The main purpose of career education is "to prepare each student to enter a job or advanced study, successfully, regardless of when he leaves the system."

To achieve this goal, curricula of earlier education have been designed to include fifteen major career clusters which will help students learn to develop career decision making skills and specific job skills. Students will learn about the wide range of career possibilities and get actual help in finding a job.

Out-of-School Models are also being developed to provide career education for out-of-school youth and adults for better employment opportunities. Some of the reasons given by USOE for implementing career education are as follows: (1) the need of a more realistic education for children, (2) better employment opportunities, and (3) reduction in the number of dropouts.

________________. "Career Education Now," NASSP Bulletins, 55:355 (May, 1971), pp. 1-11.

The article suggests that general education be balanced with occupational education to form the curricula and students into a single, strong secondary system. The author also proposes that a universal goal of American education be that every student completing the school program at grade twelve be ready to enter either higher education or useful and rewarding employment. He also outlines the Office of Education's plans to strengthen vocational-technical programs throughout the nation.

________________. "Commissioner of Education Speaks out in Support of Vocational Youth Groups," American Vocational Journal, 46:9 (September, 1971), pp. 22-23.

The United States Office of Education is presently concerned with strengthening the quality of vocational education and developing well-rounded youths.

To achieve the latter goal, USOE has rendered full support to various vocational youth groups to effectively achieve their purpose--"The work of developing young people for leadership, good citizenship, and a chance to do the vital work of our country."

Commissioner Marland contends that youth organizations have an essential role to play in moving vocational education toward the concept of career education and lifetime learning.

________________. "Educating for the Real World," Business Education Forum, 26 (November, 1971), pp. 3-5.

One of the major functions of the educational system is to prepare young people for a lifetime of work. Educational reform is needed to make the existing system function more effectively. Career education has been developed to serve people at all ages for more meaningful education and for better employment opportunities. Three models of career education have been developed to achieve those goals: School-based model; home-based model; and home-community model.

The concept underlying career education is that the learning program should contain three basic elements, such as (1) a common core program centered around the academic fundamentals; (2) an elective program offering a range of studies to complement the core program; and (3) a series of diversified work experiences specifically designed to give students a taste of a number of possible careers. The options are open to them.

The author calls for close cooperation between industry and government to achieve the goals of career education.

________________. "Marland on Career Education: Questions and Answers," American Education, 7:9 (November, 1972), pp. 25-28.

Questions that Marland addresses himself to concern the differences between career education and vocational education, how career education should be organized, the intellectual quality of education, resources for curriculum change, cooperation of industry, target groups for career education, effect upon colleges and universities, and public acceptance. Marland considers these areas the ones of most frequent concern and inquiry.

________________. "The School's Role in Career Development," Educational Leadership, 30:3 (December, 1972), pp. 203-213.

Marland assesses the progress to date of career education and states three ways in which school principals, teachers, counselors, and other professional staff members can make a significant contribution to the career awareness and preparation of students. They are (1) heighten their awareness of career opportunities; (2) strengthen school ties with industry, labor, and other job information sources; and (3) acquaint their community leadership with the dollars and cents practicality of career education.

Marsh, James D., and Hugueley, James. "Memphis SPANs the Gap," School Shop, 32:8 (April, 1973), pp. 55-57.

The article describes the concepts, purposes, activities, and operations of the special career education program, Start Planning Ahead Now, being implemented in Memphis, Tennessee, city schools.

The program, designed to cover three major career education concepts--orientation to the world of work, understanding of self and others, and pretraining for a chosen vocation--is offered to students from grades one through twelve. Activities and services offered include short TV programs, guidance services, and quickshot programs.

A very useful list of "Hints for Implementing" is provided, as well as the detailed activities conducted in the program. The article is useful to those interested in developing a career education program.

Martin, M. Y. "Advancing Career Education," American Education, 8:7 (August, 1972), pp. 25-30.

After briefly describing the history and nature of the career education movement, Martin presented exemplary programs of career education in six community colleges: Pasedena City College, New York City Community College, Central Piedmont Community College, Morraine Valley Community College, Community College of Denver, and Lane Community College. He describes how community colleges are in the forefront of implementing career education ideas.

Matteson, Harold R. "Career Education: What Is It?--Why s It Important?," Agricultural Education Magazine, 45 (March, 1973), p. 104.

This article is devoted to the discussion of two questions raised on the development of kindergarten through twelve career education programs in the United States. They are (1) what is career education and how is it different from vocational education; and (2) why should a kindergarten through twelve school system initiate a career education program?

Dr. Marland, U.S. Commissioner of Education, describes career education. From Dr. Marland's explanation on career education come four listed differences between career education and vocational education.

For many of those who will question the introduction of a new program in the public school system, the author lists four (4) arguments that administrators may use to justify a career education program.

McQueen, M. "Trends in Guidance and Counseling," Education Daily, 28:7 (March, 1973), pp. 48-51.

Ten general trends seem to show the direction in which guidance and counseling are moving: (1) team effort with the use of paraprofessionals and others, including students and the use of technological and media aids; (2) use of the Group approach; (3) experimentation with behavior modification and reality therapy; (4) use of both directive and non-directive counseling; (5) more work with special groups, such as the disadvantaged; (6) more parent guidance; (7) more guidance for students not going to college; (8) counseling in areas new to schools, such as drug education; (9) two-way help and sharing among students; (10) provision of more information about guidance and its services to students and the school staff.

This article is of special interest to guidance counselors, educational administrators as well as teachers in general.

Mitchel, Edna. "What About Career Education for Girls," Educational Leadership, 30:3 (December, 1972), pp. 233-237.

From a feminist point of view, effective career education for girls would have to be remedial even in the elementary school. Attitudes limiting women's career opportunities are rooted deep in early childhood. Concerted efforts directed toward parents of pre-school children and elementary teachers are needed, as well as efforts directed to high school counselors and teachers.

Recommendations for career education that would take into account the changing roles of women today would be of interest to educators at all levels.

Mulhern, Edward J., and McKay, Bruce A. "Staff Development: a Dynamic Model," Theory Into Practice, 11:4 (October, 1972), pp. 245-51.

It has been assumed that educators are not using tax dollars effectively. Some critics have even asserted that educators are not concerned with improving job performance. Teachers and administrators are devoted to self-improvement efforts and are more than ever allotting time, energy and resources to the improvement of performance competencies.

An example of the commitment of one school system in this regard is the program of the Department of Staff Development in the Montgomery County, Maryland, school district. Located near Washington, D.C., it employs more than 11,000 people, serving 126,000 pupils in 195 elementary and secondary schools. This article describes the staff development effort of this large suburban school district.

Information in this article may serve as a guide in improving personnel in all areas of education.

Mullins, Mark. "Regional Inservice Programs in Texas," Theory Into Practice, 11:4 (October, 1972), pp. 232-35.

This article presents and discusses the features of Region XII Education Center at Waco, Texas. The rationale for the development of a regional service center and the organizational structure of the center are presented by the author.

The author feels confident that Texas Regional Education Service Centers are capable of assisting the state department and local districts in solving many educational problems. The quality of instruction has improved for teachers and administrators in Texas.

Murphy, Mary Kay. "Getting a Jump on Career Choices," The American Educator, USHEW (June, 1973), pp. 18-23.

The article focuses on the career development program in the thirty-eight Cobb County, Georgia elementary schools. The career education concept is undergirding the program hinges on the proposition that career choice is too important to be left to chance or the everchanging job market. The career education program offers two major stengths: (1) it provides the student with a logical approach to selecting a field of work, and (2) it offers the schools a method of making the overall learning experience more rewarding and more effective by remolding the entire curriculum into a framework that the individual student can use and be interested in immediately. Better future preparation for students to make career choices is the goal of the career development program. The goal is attained through the following three-pronged approach. They are (1) exposure to a variety of career fields, (2) introspective investigation, (3) training in making decisions.

The Cobb County program includes six elements: "hands on" activity, tie-ins with all academic subjects, field trips, resource persons, role playing, and occupational awareness.

Weaknesses of the program are having no cross sex-models for jobs that are, through custom, related to sex.

The basic goal of a career development program is "to instill confidence in one's individual worth and a feeling of mastery over one's environment and destiny."

National Advisory Council on Vocational Education. "Career Preparation for Everyone," Vocational Guidance Quarterly, 20:3 (March, 1972), pp. 183-187.

In this, its third report, the Council presents recommendations to the nation for the establishment of equal opportunity to learn and work: (1) recognize that employment is an integral part of education; (2) give priority to programs for the disadvantaged; (3) include part-time employment as part of the curriculum; (4) encourage parents and students to participate in the development of vocational programs; and (5) establish residential schools for those who need them most. These recommendations are developed in the article which is of interest to guidance counselors, teachers, curriculum planners, and administrators.

"New Test Tool Proves Itself: Helps Disadvantaged Find Jobs," Manpower Information Service, 2 (November 18, 1970), p. 103.

A work sample skills test has been developed by the Jewish Employment and Vocational Services, Philadelphia, to replace pencil and paper testing of the disadvantaged. It is being used in thirty-two cities including the Cleveland and Phoenix Labor Department programs. The test used twenty-eight progressively more demanding tasks ranging from sorting nuts and bolts to reading blueprints. It is administered over a two-week period in a simulated industrial setting complete with time clocks and work benches. The article recommends that the use of such testing procedures be expanded to include service occupations.

Guidance counselors will find this document helpful because it suggests a new tool which may prove to be a very useful technique for dealing with occupational-vocational problems.

"Now It pays to Talk about Tomorrow's Job," Industrial Arts and Vocational Magazine, 60 (February, 1971), pp. 20-21.

An effort has been made to develop approximately forty large educational programs that create a bridge between school and earning a living. Some guidelines for such programs are proposed. Because of its distinguished characteristics and readiness, industrial education has an important role to play in this development, starting in the elementary grades and continuing through junior high school. Such approaches as "World of Construction," "World of Manufacturing," and "American Industry" are being developed in many parts of the country.

Industrial arts teachers can contribute in a number of ways to help develop effective industrial arts programs to accomplish the goal.

Olson, Terry C. "Pittsburgh's OVT Nourishes 'Needy' Student," School Shop, 32:8 (April, 1973), pp. 82-86.

Pittsburgh's Occupational and Vocational Training program provides an integrated instructional program which consists of comprehensive education, work experience activities, exploratory OVT programs, mobile units. Team teaching and expanded audio-visual instructional techniques to meet the different needs of all students with varied educational backgrounds are provided.

The use of the occupational cluster approach is emphasized to allow the student to "spin-off" into the labor market with a set of salable skills.

The rationale underlying OVT programs and four case histories of the student supported model are presented, indicating the success of the program. The article is of use to curriculum planners, teachers and administrators who want information on implementing a career education program.

Owen, J. G. "Developing Teachers' Centres," Trends in Education, 28:2 (October, 1972), pp. 2-7.

The author presents several ways in which a teachers' centre can bring into use facilities, personnel and aid. The author lists two types of centres that had come into being by 1967--one functioning as a disseminatory base for specific national projects, the other with a broader, exhortatory and inspirational background of total curriculum renewal.

Owen further states that there has to be some element of guesswork in calculating how many centres there are in England and Wales at any one moment because some centres are physically identifiable while others are centres only in the sense that there are agglomerations of teachers who come together in schools within a narrowly defined geographical area. The author gives several criteria for successful teachers' centres. He also points out several marks of weaknesses.

Teachers, teacher trainers, curriculum specialists, counselors and administrators may find this article very helpful in implementing career education.

Paulter, A. J. "Occupational Education in the Curriculum," Educational Leadership, 29:2 (November, 1971), pp.174-177.

The development of occupational preparation programs within the school district must be in harmony with stated objectives of the district, planned as available for all students, and in cooperation with other schools in the area. The article speaks of characteristics of occupational education in general terms through the elementary, middle, and senior high school levels.

This article gives a general overview of the requirements of career education in a traditional context.

Pellegrino, James. "Collision or Conversion?," School Shop, 32:8 (April, 1973), pp. 64-65, 81.

The author suggests that the objectives and curriculum of general education be redefined to develop positive attitudes

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toward the world of work and to avoid a collision course with industrial arts education and vocational education to make career education more operational in the school system.

Some suggestions concerning teacher training, counselor-training program, personnel administration, and in-service programming are made in order that the objectives of career education could be accomplished more effectively. The article is of interest to curriculum developers, teacher trainers, educational administrators and those concerned with the implementation of career education concepts and programs.

Peter, Richard F. "American Industry Program," School Shop, 32:8 (April, 1973), pp. 68-72.

American Industry Program, intended to be used by junior and senior high schools across the country, was developed to provide students with a broad understanding of industry so that career decisions may be made in the light of hands-on experiences in a variety of jobs.

The thirteen conceptual areas covered in the program are discussed as well as classroom activities which can be used at each grade level. Charts representing the concepts of the program are also provided.

The article contains useful information concerning recent development in career education and is of interest to teachers, curriculum developers, teacher trainers, and administrators.

Phelps, Allen L. "Cluster Based Instructional Planning for Industrial Arts Career Education," School Shop, 32:8 (April, 1973), pp. 79-81

The charts of seventy-five USOE occupational clusters and the Cluster-Based Instructional Planning Module are presented and discussed in detail as well as the goals for industrial arts education in relation to career education.

Industrial arts teachers, through the cluster-based instructional planning module, could readily adopt career education programs because it already provides for (1) relating small units of industrial arts instruction to occupational clusters for the purpose of career exploration, (2) individualizing instructional activities to meet the needs of individual students, and (3) measuring student achievement and progress by behavioral outcomes rather than by time dimensions.

The article is of interest to teachers of industrial arts, career educationists, and educational administrators.

Phipps, Lloyd J. "Agricultural Education Moves to Meet Societal Change," American Vocational Journal, 46:9 (December, 1971), pp. 20-22.

The article describes the recommendations of the National Coordinating Committee on Agricultural Education for adapting agricultural education programs to emerging career education concepts. Areas involved include manpower and training needs, supervised occupational experience, development of performance objectives, teacher education, and informing the public of manpower needs in agribusiness and natural resource occupations.

This article is appropriate for teachers and program developers in agricultural education.

"A Piece of the Action," Manpower, 3:9 (September, 1971), pp. 8-13.

Four Spanish-speaking Americans were appointed by Manpower administration as a study group to analyze current program efforts and to develop an action plan to bring about any needed improvements in Manpower services for persons of Spanish origin. The article related a question and answer session during which the study group discusses Manpower programs and particularly the needs of their people. The opinions expressed by the study group members include the following: (1) there is a general lack of awareness of the special needs of Spanish-speaking people; (2) between 50 and 75 percent of the Spanish-speaking population are disadvantaged; (3) Anglos too often see minority needs as black needs; (4) the language barrier is a major problem for the Spanish-speaking American. The language problem must be overcome before occupational training can be effective; (5) the cream of the disadvantaged youth are often selected for job training programs so as to maintain a high percentage of graduates which means that the hard-core disadvantaged are not being reached; (6) more Spanish-speaking people should be utilized in the planning, administering, and teaching of programs for the disadvantaged; (7) the staff should be bilingual and bicultural; (8) tests that require a command of the English language do not gauge the capabilities of Spanish-speaking youth.

This article should provide useful insights for Manpower development specialists, teachers of Spanish-speaking Americans, and educators charged with developing special programs for the disadvantaged.

Pierce, William F. "Career Education Concept," American Education, 9:3 (April, 1973), pp. 4-6.

An Office of Education commissioner discusses the career approach to school reform and its stress on the learner's interests. The career education concept boils down to an attitude--a mind set. It holds that learning cannot be divorced from the realities of life, and that the commitment must be to the learner. The student's interests, goals, and abilities come first.

The information in this article is of interest to educators in general.

__________________. "Career Education: What It Is -- What It Isn't," School Shop, 32:8 (April, 1973), pp. 51, 63.

Through a series of statements indicating what career education isn't, the author develops and introduces the concepts of what career education is. Career education and vocational education are not synonymous; however, vocational education is one necessary component of career education, as well as others the author emphasizes. The Office of Deputy Commissioner of Occupational and Adult Education is responsible for both the promotion and implementation of the career education concept. The article is of interest to curriculum developers, administrators, and teachers.

Pinkney, Irving. "Work-Study for Potential Dropouts," NASSP Bulletins, 55:354 (April, 1971), pp. 46-54.

The secondary schools of our cities have witnessed a steady rise of student misbehavior and disorder. Much of this stems from that segment of the student body that does not achieve under the present course of study. These students have needs that must be met. Some of these needs are (1) skill in the tools of communication--reading, writing, and expressing ideas verbally; (2) knowledge of arithmetic and some elements of science; (3) socialization: an understanding of the relationship of the individual to his family, his neighbors, and the community, and a vocation; (4) an opportunity for achievement and success through work with one's hands; and (5) participation in worthwhile work with the prospect of entry onto a path leading to a vocation. Meeting these needs requires innovation in content as well as procedure. A program is outlined where an industrial trade association, a large corporation, or a trade union would buy a building in need of renovation. The school program would combine work on the building with a study of the building trade and related subjects. The proceeds from selling the renovated structure would revert to the sponsor to perpetuate the program. The work-study program would be meaningful to the students and important to the community. A child care and recreation program is suggested for girls.

This article will be of interest to principals attempting to create innovative programs to meet the needs of underachievers.

Plaisted, Julian A. "Training Teachers of Teachers," American Education, 7:1 (January, 1971), pp. 33-35.

To improve teaching, the place to start is in the training of teacher trainers. With this premise, the Office of Education's Training Teacher Trainees Project (TTT) has funded forty-two national demonstration projects. The article discusses the project at Clark University. The program seeks to place on a parity basis members of all groups that should influence teacher education: professors of liberal arts, professors of education, school teachers and administrators, prospective teachers, concerned members of the community, and students. Clark is developing a Ph.D. program in geography, history, and economics in which graduate students take a portion of their work in their field and the remainder in the TTT core. A large portion of the article describes the reactions to the program of the graduate participants, often in their own words.

This article is of special interest to teacher trainers, curriculum planners, guidance counselors and educational administrators.

"Position Paper on Occupational Education," School and Society, 99:2334 (October, 1971), pp. 329-30.

The New York State Board of Regents proposes that every individual have access to occupational education programs and services, beginning in early childhood and extending through all educational levels, including adult and continuing education.

The statewide network of area occupational education centers is proposed as well as career education programs in public secondary schools and public two-year colleges.

The purpose of the program is to better prepare and equip students, out-of-school youth, and adults with knowledge, skills, and experiences necessary to enter and advance in the world of work.

To gain widespread public understanding and support, the paper asks for the close cooperation and active involvement of business and industry, labor, government, teachers, parents, and students.

Reitz, H. Joseph. "Career Orientation and Academic Achievement among Elementary Education Majors," Journal of Counseling Psychology, 17:3, 1970, pp. 205-209.

This research report theorizes that career orientation can have either a positive or a negative effect on academic achievement. Tests were given to 418 female education majors. Results indicated that freshmen who were strongly orientated toward a teaching career had lower academic achievement than those without this strong career orientation, but sophomores and juniors showed a positive correlation between strong career orientation and high academic achievement. The article offers information of interest to guidance counselors and teacher trainers.

Ressler, Ralph. "R_x for K-6," School Shop, 32:8 (April, 1973), pp. 73-75.

Career education objectives in elementary schools could be achieved effectively through various kinds of learning activities because activity is a very real part of the early years of formal education.

Activity increases retention, involves the child in problem-solving, and usually leads to a degree of success.

Criteria for selection of activities for elementary career education are suggested as well as facility options to conduct these activities.

This article is a very useful and valuable guide for elementary teachers as well as administrators and curriculum planners.

Reynolds, James O. "Dayton Gangs Up on Career Orientation," School Shop, 30:1 (September, 1970), pp. 45-57, 81.

This article describes a career orientation program implemented for six junior high schools in Dayton, Ohio. Activities were developed in an intensive two-week workshop involving supervisors of home economics, science, math, social science, music, art, and industrial arts. An outline of subject areas and skills is given, as well as descriptions of student activities. The approach is interdisciplinary, with heavy student involvement in work projects in industrial arts, home economics, science, and mathematics.

The article is valuable for its examples of interdisciplinary activities involving a variety of community resources and coordination among a number of subject matter areas.

Rich, Leslie. "The Magic Ingredient of Volunteerism," The American Educator, USHEW (June, 1973), pp. 5-9.

This article focuses on NCRY (The National Commission on Resources for Youth, Inc.) and its accomplishments under the leadership of Judge Mary Conway Kohler. NCRY was formed in 1967 by persons concerned with the development of youth and their roles in a rapidly changing society. NCRY has fourteen broad categories of work efforts from which a wide variety of student volunteer programs have developed. A few examples are Youth Tutoring Youth; Foxfire; Fourth Street l; natural science museum in Cornwall, New York; Youthful archeologists in California; auxiliary staff members at the Sonoma State Hospital working with the mentally retarded.

Youthful students have contributed to the program by their own innovations--such as the development of books for assisting tutees improve their reading. Specifically, the student devised "the paper tree" (a vocabulary carded visual aid); the "hiptionary" (a lexicon of current "in" phrases); pinball-word-building game (simulated cardboard pinball machine to teach grammar); and picture analysis books (created from magazine photos and drawings).

Suggested criteria for new projects are as follows: (1) fill genuine needs for both adolescents and society; (2) offer active learning; (3) offer challenge to youth on a meaningful and difficult level; (4) promote maturity and responsibility; (5) give youth a glimpse of real options in the adult world; (6) involve working partnerships between youth and adult; (7) offer a community experience--belonging to an extended family.

Ridenour, Harlan E. "USOE Project to Provide K - 12 Career Education Curriculum Guides for Agriculture," Agricultural Education Magazine, 46 (July, 1973), p. 14.

Kindergarten through twelfth grades career education curriculum guides for agriculture, sponsored by USOE, are being developed to be used in schools across the country.

The guides, covering three aspects of agricultural education--agri-business, natural resources, and environmental protection--are grouped into three levels following the concepts of career education. These levels are (1) career awareness (k - 6); (2) career orientation and exploration (7 - 10); and (3) career preparation or continued education for careers in certain occupations.

Included in the guides are a list of areas of study, units of study, behavioral objectives, learning activities, supplies and equipments required, student evaluations, and administrative procedures.

Rinehart, Bruce, et al. "Building a Comprehensive Career Education System," School Shop, 32:8 (April, 1973), pp. 76-78.

A comprehensive career education system, being developed at The Center for Vocational and Technical Education, The Ohio State University, covers two major components: career curriculums and career guidance. Curriculum components for each grade level are designed in accordance with the purposes of career education. Each curriculum unit has career guidance implications which will be specified in the teaching materials.

A career guidance matrix and the detail of curriculum components for each grade level are also presented. The information is useful for curriculum planners, teachers, guidance counselors and educational administrators.

Robb, Felix. "The Three P's: Preparation, Placement, Performance," Journal of College Placement, 31:3, pp. 28-34.

Effective college placement services are a strategic linkage between educational preparation, successful on-the-job performance and career continuity. To fail to provide career guidance and placement services is to fail students. One positive solution to this problem would be the creation of career development centers on college campuses.

Rosenshine, Barak. "The Stability of Teacher Effects Upon Student Achievement," Review of Educational Research, 40 (December, 1970), pp. 647-662.

This article analyzes the procedures and results of nine research studies which focused on the question of whether a teacher who is effective once is equally effective a second time. Effectiveness is estimated through an analysis of residula class mean achievement scores where student aptitude is used to adjust posttest scores.

Educational researchers and evaluation specialists should be aware of the implications of this article.

Royston, Wade, Jr. "Forsyth County Vocational High: an Investment in Youth," American Vocational Journal, 45:7 (October, 1970), pp. 58-61.

This article describes two special programs at one of Georgia's eighteen area vocational high schools. These two programs are (1) a career exploration program called PECE, and (2) a potential dropout retention arrangement, the Forsyth Plan.

The PECE program involves students one day each week in jobs in each of seven large occupational areas. The Forsyth Plan features special academic courses in English and math, exploratory experiences in vocational training, daily counseling sessions, and work experiences in the school. Examples of student involvement and support in the Forsyth Plan are given.

Rumph, Edwin L. "The Ecological Challenge," American Vocational Journal, 46:5 (May, 1971), pp. 20-21.

This article briefly describes a variety of environmental crises and the efforts of the USOE to deal with them. Some of these are environmental education programs and publications, and the inclusion of environmental careers in new and reorganized programs of the Division of Vocational and Technical Education.

The article's main purpose is public relations, giving some information about USOE activities.

Russon, Allien R. "Acquainting Students with Career Opportunities in the Office," National Business Education Association Yearbook, 8, 1970, pp. 121-127.

This article details the task of the teacher in bringing students to an understanding and appreciation of work. The availability of positions, qualifications, and personal qualities are discussed.

This reading might be of use to some teachers, although it is moralistic in tone and presumes that students hold negative attitudes toward work.

Ruttenberg, Stanley H., and Associates, Inc. "Firm Cities Supportive Services as Key to Jobs '70 Training Plan," Manpower Information Service, 2:12 (February, 1971), pp. 272-73.

Through the relatively brief history of Manpower Training Programs for the disadvantaged, the developing trend has been toward the use of supportive services to help prepare the trainee for the world of work. Whether applied prior to, or in conjunction with regular on-the-job training, Manpower specialists have found that such services help to motivate the worker and clear many of the existing hurdles to permanent employment. One example is offered in a new accounting of the Jobs '70 Training Program developed by the Berkline Corporation of Morristown, Tennessee. A description of the techniques used at Berkline is provided. The jobs trainee retention rate

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was more than double that of the regular employees. Both groups were given identical on-the-job-training. The differences in the approaches were in the supportive services to the jobs trainees. In both cases, Manpower Education and Training Services (METS) of Knoxville provided extensive assistance in developing the programs. Recruitment among the jobs trainees focused on the rural areas of the Appalachian Mountain Region. The METS Educational Program concentrated most heavily on mathematics, but included basic reading, job communications, and some basic job economics. The supportive services included extensive transportation assistance and help in handling minor personal or family problems.

Educators developing the use of supportive services will find this document a helpful one.

Ryan, Charles W. "Let's Put Environmental Concern in the School Curriculum," American Vocational Journal, 46:5 (May, 1971), p. 48.

With a goal of providing students with career opportunities which concern the quality of man's life, Ryan suggests that vocational education is a logical place to begin to utilize the school curriculum in dealing with the problems of environmental pollution and resource depletion. He suggests specific environmental applications in auto mechanics, electronics, home economics, and agricultural curricula; he goes on to suggest characteristics of a broadly conceived, hands-on, environmentally aware curriculum. Ryan stresses the need for guidance counselors to be aware of environmental issues and of the need for counselors and vocational educators to work together closely in planning activities for students.

Schaefer, Carl J. "Careers Development: Better Options, Better Lives," in Gordon F. Law, ed., Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971, pp. 118-123.

This article spells out the components of a statewide career development curriculum recommended to the Massachusetts Advisory Council on Education by the Schaefer-Kaufman study of vocational and technical education (1967-68). This study urged the elimination of the general high school curriculum, which has been "under increasing fire from students, parents, educators, and employers." The new course of study would combine team teaching opportunities for job exploration, and "project-oriented" rather than "subject-oriented" emphasis. The report also prescribes a detailed administrative framework for putting the curriculum into statewide operation. Schaefer concludes that Massachusetts should change its policy of only "[illegible]rating" vocational education to one of wholehearted commit[illegible].

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Administrators, teachers, legislators, and curriculum specialists could benefit from familiarity with the content of the report as well as with its suggestions for implementation.

Sherman, R. B. "An Approach to Training Secondary School Teachers," Contemporary Education, 44:4 (February, 1973), pp. 232-35.

Most teacher preparation programs today involve the prospective teacher in real school situations too late in his college career--usually the seventh or eighth semester. Advocated is a freshman through senior year program which would increasingly involve the prospective teacher in observation and participation experiences in a wide variety of school situations. A full program of experiences and courses is sketched.

Siegel, Herbert, et al. "Career Education through Industrial Arts," Man/Society/Technology, 31 (April, 1972), pp. 225-228.

Career orientation and exploration components of career education could be implemented effectively through an industrial arts program which consists of laboratory instruction to give students "hands-on" experiences, acquaint them with a broad range of occupations, make them aware of requisites for careers, guide them in exploring and selecting a career, and develop respect for the dignity of labor.

A number of activities in industrial arts laboratories for elementary, junior, and senior high school students, including programs for the handicapped, is presented. Guidelines for preparing program objectives and classroom activities are also provided.

Smith, Loel. "The Need for Math Seemed Endless," American Vocational Journal, 47 (March, 1972), pp. 50-51.

A unit of study developed along the principles of career development can make extensive and fruitful use of such traditional subjects as mathematics, language arts, and social studies, which will make the lesson more interesting, more effective, and rewarding.

The article describes a unit developed by a career development-oriented teacher whose creativity brings rich and interesting sources from the community into classrooms. Students also go out and learn from the real world while they try to accomplish the objective of the lessons.

Under this situation students will learn to make career decisions, develop self-understanding, choose educational and occupational opportunities available to them wisely based on their experiences, exposure, and knowledge gained both in and outside the classroom.

Smith, M. B. "Gloucestershire Setting for Careers Counseling," Times Education Supplement, 2965 (March, 1972), pp. 62-63.

The article proposes an ideal setting for career guidance. The career guidance program needs are fivefold. They are (1) a large enough area for display of literature attractively and intelligently; (2) a discussion room to accommodate all parties in the decision-making process; (3) easy communication between one and two above; (4) a waiting area to dencourage browsing and make parents feel at home; (5) an administrative base for careers staff, and a place to house equipment.

The article describes the application of these guidelines to Filton High School in Gloucestershire, which has had no careers room since its opening in 1959.

The article is of interest to educators involved in planning the setting for career guidance.

Smith, Philip, L. "Career Education as an Educational Ideal," Educational Considerations, 1 (Spring, 1973), pp. 2-7.

This article is an examination of the assumptions and arguments of advocates of career education. It is intended to prompt constructive dialogue rather than to provide a definitive analysis. The author takes exception particularly to the assumption that most of what must be learned in life is not for the sake of getting a job but rather for the sake of leading a good life. It is concluded that the "good life" is based on activities that are more inclusive than those found in one's occupation. Among the assumptions of career education challenged by the author are (1) reflective effort in education ought to be centered around problems of gaining employment; (2) career education should be the primary aim of all education; (3) career implications are said to be inherent in every learning experience from preschool to graduate school and beyond; (4) assurance of career instruction for all will reform all of American education; (5) the work ethic should be taught to and acceptable to all students; (6) the Protestant work ethic is the only rational alternative in a society of morality; (7) a system of education with a demonstrated capacity to contribute to economic growth and national well-being is desirable. It is concluded that the career education movement can make a significant and valuable contribution to the educational system, but that its objectives and their place in the overall scheme should be re-thought.

This article has value to leadership personnel in education as they attempt to intellectualize educational movements and to place them in perspective.

Spears, Mack J. "Improving Educational Opportunities for Minority Groups," NASSP Bulletins, 55:355 (May, 1971), pp. 98-105.

This presentation is divided into three major parts. The first part is an analysis of the opportunities for the Afro-American. The second part is a summation of student responses from a survey taken to determine what Afro-American students thought should be opportunities available for high school students. The third part projects views for improving the educational opportunities of the Afro-American as a minority group. Some of these views are (1) education is essential to the progress and the productivity of the citizens of the community; (2) the progress and the productivity of the community are dependent upon the quality of the education available to all of the citizens of that community; (3) every citizen in the community must have the opportunity to seek the kind of education that will contribute to his potential productivity; (4) every citizen in the community must have the opportunity to contribute to the productivity of his community; (5) every student who enters the school must know that he or she is viewed as a potential contributing member of his community; (6) the credo of the American society must have real and observable meaning in the school; (7) each student can learn to the maximum of his potential, and there must be no fixation regarding this potential based upon prejudice; (8) the discrete selection of multi-ethnic materials that will be informative to all students should be a part of the planning.

This document contains a wealth of information for teachers of Afro-Americans and all educators interested in improving educational opportunities for minority groups.

Stamps, B. J. "Career Education -- Big D Style; Skyline Center", American Vocational Journal, 47:3 (March, 1972), pp. 42-44.

Skyline Center is a new $21.5 million career education facility of the Dallas, Texas, Independent School District. RCA participates on a performance contract basis in student recruitment, curriculum writing and implementation, and student testing. The teaching staff is organized by career cluster teams. Students progress at their own rate through individualized courses of study, using behavioral objectives. Community involvement is most extensively expressed through the Skyline Advisory Board, a joint undertaking of the school district and the Dallas Chamber of Commerce.

Skyline seems to embody the concept of combined academic and career education on a large scale. The article is of interest to curriculum developers, teachers, and administrators of educational programs.

____________. "Dallas Skyline Center from Conception to Reality," NASSP Bulletin, 57:371 (March, 1973), pp. 82-88.

The author outlines the development of the Dallas Skyline Center. He summarizes significant success factors including (1) involvement of all aspects of the business, professional and education community in the design phase of the building; (2) the creation of three schools in one -- a comprehensive high school for area students, a career development center serving all city schools, and a community services center for adults; (3) establishment of norms for entrance based on past student success and absence of discipline problems; (4) advanced study in every phase of business and school life; (5) creation of an advisory board to maintain communication between the school and business community; (6) the creation of an ongoing research and evaluation group.

The article is of interest to all in education and business interested in developing cooperative career education programs.

Stengel, Sam, and Linkens, Roger L. "Training for Employability at Colby Community College," Agricultural Education Magazine, 45:6 (December, 1972), pp. 127, 135.

This article describes programs in agriculture production, feedlot management, meat inspection technology, and animal hospital technology at Colby Community College in Kansas. Each program includes supervised work experience as well as academic courses. These programs were developed because of manpower needs in local industries.

The article is appropriate as an example of an institution of higher learning gearing its programs to the practical needs of its students and the local area.

Stephens, T. N., and Clary, Joe E. "The Governor Got Busy," American Vocational Journal, 47 (March, 1972), pp. 52-55.

Career exploration opportunities through hands-on experiences in shops, laboratories, and in the community, through group guidance activities, and through the infusion of occupational information into the regular subject matter are provided to

North Carolina public school students, through the leadership of the Governor.

The importance of career exploration is emphasized by the individual's needs for productive employment to satisfy his basic needs and by society's need to produce and distribute goods and services.

The program is intended to serve both general and occupational education purposes. They consist of four basic elements: (1) occupational information integrated into all subject areas; (2) guidance services; (3) exploration of basic skills in occupational cluster areas; and (4) evaluation.

The evaluations of the programs show very positive results.

Swain, Emeliza. "A Training Program for Career Exploration Teachers," American Vocational Journal, 46:5 (May, 1971), pp. 81-82.

The article describes the Program for Education and Career Planning (PECE), a guidance based training model for career exploration teachers, developed by the Georgia Department of Education and implemented by the staff in Guidance and Counseling at the University of Georgia. The program asserts that knowledge of both human development and of trends in the work structure is required to achieve the purposes of vocational education in the lives of individuals.

Students in the program are drawn from in-service teachers. The programs stress understanding the developmental levels of the junior high students at whom the program is directed, as well as the accumulation of information about the structure of work and jobs available. After a summer of study in which group processes are learned and practiced, the career exploration teachers spend a year in a Guidance Internship program designed to enhance their taking on of guidance and counseling roles.

Talagan, Dean P. "Comprehensive Occupational Education: K through Life," Business Education World, 51:3 (January, 1970), pp. 18 - 19.

This brief article describes Wyoming's approach to comprehensive occupational education through four phases: (1) Attitude (k through sixth grades); (2) Career Orientation (grades seven and eight); (3) Career Exploration (grades nine and ten); and (4) Career Preparation (grades eleven through fourteen). Mobility from one program to another is provided for in Whoming's seven community colleges.

The article shows the roles of various levels of education and community involvement in a specific, overall state plan.

Tarp, Dennis T. "Career Education and the Existing Curriculum," School Shop, 32:8 (April, 1973), pp. 86-87.

Career education should be implemented within the framework of the existing curriculum and staff. The article presents and describes in detail two examples of systematic approaches for introducing career education into the existing curriculum.

A three-year program of operational research, in-service, and implementation of career education is recommended. Outlines of the program are provided as guidelines for those concerned with career education implementation.

The article is a useful example of systematic approach of career education into the existing curriculum. The information is of special interest to teacher trainers, curriculum developers, educational administrators and educators who are involved in implementing career education programs.

"Task Force Report: National Program Development in Agricultural Education," American Vocational Journal, 47:2 (February, 1972), pp. 44-46.

This position paper on current issues in agricultural education urges the agricultural division to adopt as a major program goal the development of the concept of career education as defined by U.S. Commissioner Sidney P. Marland. It then recommends that the name "agribusiness education" replace "vocational agriculture" as an indication of the broadened scope of agricultural education, specifically into the natural resources area.

The paper recommends that committees be formed to deal with current identified issues, such as (1) to help assess employment needs in a form useful to local planners; (2) to assess the training needs of all citizens, in and out of school, who could benefit from career education; (3) to assert the need for an agricultural voice in across-the-board vocational education program planning; and (4) to support the re-alignment of vocational and technical educational leadership positions in USOE to put them on an equal level with higher education.

"Task Force Report on Career Education," American Vocational Journal, 47:1 (January, 1972), pp. 12-14.

The article reports the work of the AVA Task Force on Career Education which met, December 2, 1971, to formulate a recommended position for AVA on career education. It contains two parts. The first is a comprehensive position paper on career education which the conference participants used to identify issues and state positions concerning the relationship of vocational education to career education. The second part contains the following four major issues identified: Leadership in Career Education, Financing of Career Education, Role of Vocational Education in Career Education, and Role of AVA in Communications. AVA positions are stated relative to the four identified issues.

Tennyson, W. Wesley. "Career Development: Who Is Responsible?," American Vocational Journal, 46 (March, 1971), pp. 54-58.

Traditional conception of vocational guidance must be broadened to cover and increase self-understanding, personal worth, self-esteem, self-discovering, and identity forming.

These desired characteristics could be developed through various means such as relevant curriculum, better and more interesting learning environment, and effective counseling programs.

The vocational educator and the school counselor play a major role and have unique contributions to make in promoting the career development program. The vocational educator's leadership potential lies in his knowledge of the world of work, the counselor's in his understanding of human behavior.

"This We Believe about the Role of Business Education in Career Education: a Statement by the Policies Commission for Business and Economic Education," Business Education Forum, 27:7 (April, 1973), p. 14.

Fourteen policy statements are made expressing general agreement and support from the commission for the stated aims of career education.

Turner, Howard. "The Effective Use of AAVIM Resource Materials in Career Education," Agricultural Education, 46 (July, 1973), p. 15.

AAVIM resource materials can be used to conduct occupational courses more effectively. Examples and explanations are given on the utilization of the materials on small engines. Some "tips" to make the materials more effective are outlined.

The article is intended to acquaint occupational education teachers with AAVIM materials and effective methods of using them.

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Venn, Grant. "Career Education in Perspective," NASSP Bulletin, 57:371 (March, 1973), pp. 11-21.

Career education is an entirely new concept in American education. The author reviews its growth and development and presents eight relevant questions concerning the growth and development of career education in the future.

The article outlines the issues in career education for the secondary school education.

__________________. "Career Education: Not a Panacea," Business Education Forum, 27:2 (November, 1972), pp. 3-4.

Career education, although one of today's truly great concepts, must still be seen in the proper perspectives that relate to (1) the nature of recent efforts to improve the schools; (2) the revolution that erupted in the 1960's; (3) how youth develop values, attain wisdom, and become part of society; (4) how change takes place in the schools of our nation.

Vriend, John. "Report on the Harvard Invitational Conference on Computer Assisted Systems in Guidance and Education," Educational Technology, 10 (March, 1970), pp. 15-20.

Two different computer assisted guidance systems--the Information System for Vocational Decisions (ISVD) and the Education and Career Exploration System (ECES)--are the central focus of the conference.

ISVD seeks to teach the process of wise decision making by allowing the student to identify, analyze and judge data about himself and occupations which relate to crucial educational and vocational decisions he will face. ECES is intended to be used by junior and senior high school students seeking to learn more about the world of work, about occupations, or about educational and training opportunities.

The advantages and disadvantages of the systems are discussed as well as their prospects, roles, and implications for counselor education in the future. The author concludes that both ISVD and ECES are only in the beginning stages of development and the counseling field still needs more knowledge of the application of scientific knowledge and methodology to the problems of producing effective guidance practices.

Wall, Carlton D. "Career Education: a Better Way," Education, 93:1 (January, 1972), pp. 51-53.

This article draws a parallel between the need for establishing an alternative to classical academic education in the nineteenth century and the urgency for elementary and secondary education relevant to individual and occupational needs of people today.

This article should be of general interest to all educators, especially those having the task of developing new methods of meeting society's needs.

Warner, Dolores. "Attitudes of Prospective Teachers Toward Teaching," Improving College and University Teaching, 18:4 (Autumn, 1970), pp. 249-50.

Two hundred University of California graduating elementary education majors were surveyed to determine their attitudes toward school, teachers, and the type of instruction which they received in school from kindergarten through university, as well as the influences which determined their choice of teaching as a profession. The survey aimed to compare these attitudes with their perception of their teaching career in terms of time span, grade level, geographical area, long range goals, and characteristics of the ideal teacher. The article reports the findings and compares them to other relevant studies.

Wells, Jean A., and Magruder, H. G. "Education Program for Mature Women," Education Digest, 37:5 (January, 1972), pp. 42-45.

Experimental programs in counseling for mature women are growing as a result of recent demographic and economic developments and the growing demand by mature women for appropriate consideration of their needs. The demographic and economic factors are increased college enrollment, early marriage, increased life span and the increased numbers of women working outside the home. Some experimental college and business programs are cited and recommendations for items to be included in the programs are made. This article is of interest to guidance counselors, teacher trainers as well as curriculum planners.

Wernimont, Paul F., et al. "Comparison of Sources of Personal Satisfaction and of Work Motivation," Journal of Applied Psychology, 54:1 (May, 1970), pp. 95-102.

A study was conducted with a sample of 775 scientists and technicians to determine what job factors affect technical employees' job effort and job satisfaction. Personal satisfaction factors ranking highest included: (1) personal accomplishment; (2) praise for good work; (3) getting along with co-workers; (4) company location; (5) receiving credit for ideas. The important motivational or job effort factor included: (1) knowing what is expected of one; (2) having a capable supervisor; (3) having challenging work and responsibility; and (4) being kept informed and participating in decisions.

Technical-vocational curriculum specialists, vocational counselors, and motivational specialists will benefit from a reading of this document.

Wesley, D.A. "Classroom Control Should Be a Vital Part of Teacher Education," Clearing House, 45:6 (February, 1971), pp. 346-49.

The ability to maintain order is one of the greatest challenges faced by new teachers. Wesley identified sources from which beginning teachers learn about discipline, and he makes recommendations of criteria for making these sources effective. The sources identified are educational methods classes, the student teaching supervisor, the supervising teacher, discussions with school staff members, discussion with peers, and classroom experience. A brief bibliography is included. This article is of interest to teacher trainers and educational administrators.

Wiggins, T. D. "Career Counseling: Is Anybody Listening? Does Anyone Really Want to Hear?," School Counselor, 20:1 (September, 1972), pp. 65-66.

Career counseling is more than providing job information on placement service for students. It is the process of helping a student find out all the things he wants and needs to know about himself and his environment before making decisions concerning his life. Therefore, a counselor needs skills in facilitating emotionally-laden decision-making in order to accomplish his important task.

A counselor could do his task better and more effectively if his roles are correctly perceived and understood by administrators.

Wolansky, William D. "Meeting 'T and I' Teacher Shortages," Industrial Arts and Vocational Education Magazine, 60 (May/June, 1971), pp. 28-29.

The two-year associate of science degree programs are proposed in Oregon community colleges to prepare trade and industrial education teachers for expanding career education programs in the state. The program aimed at attracting personnel from business and industry to teaching positions is designed to cover four major elements: (1) academic courses; (2) general electives; (3) professional courses; and (4) technical industrial education courses.

Admissions requirements vary widely so that people with varied backgrounds could enroll in the program if they so desire.

The article also provided a list of proposed offerings and objectives of the program in detail.

Worthington, Robert M. "Career Education: an [Over] View from the Top," School Shop, 32:8 (April, 1973), pp. 58-61, 93.

The article presents a complete "overview" of career education in many aspects. The topics included are concepts, purposes, components, and the difference between career education and vocational education. The four career education models are briefly but clearly treated.

Role and possible contributions of industrial arts to career education, as well as industrial arts curriculum projects being developed, are presented and discussed.

The section on "Review of Regulations" informs the reader of what is being done by USOE to develop and implement career education programs in school systems.

The article contains useful and up-to-date information on career education programs and progress.

____________________. "Career Education for All America's Youth," The Agricultural Education Magazine, 44 (March 1972), pp. 219-220.

Some concepts concerning career education are briefly presented. Vocational agriculture teachers must be instrumental in maintaining standards of vocational agriculture in training some students to remain or return to the farm. Since agribusiness is expanding widely, vocational agriculture teachers also have responsibilities to train others for careers for the multitude of allied occupations in this area.

This can be accomplished effectively by restructuring and expanding both on-and-off-farm agricultural programs around the career education theme.

Vocational agriculture teachers are encouraged to develop and implement meaningful and viable career education programs for their students starting from the early grades throughout the school years.

____________________. "A Home-Community Based Career Education Model," *Educational Leadership*, 30:3 (December, 1972), pp. 213-214.

The Home-Community Model is a career oriented approach designed to enhance the employability and career options of out-of-school adults. Through the use of mass media, referral centers, individual counseling, and articulated exploration of community resources, adults will be able to identify their aspirations as they match their capabilities, experience, and motivation to move through an adaptive program. The article is of interest to staff involved in adult education.

Wray, Ralph D. "A Package Approach to Desired Outcomes in Career Education," *Journal of Business Education*, 47 (January, 1972), pp. 153-154.

The learning activity package can be used effectively by teachers of career education to build into their program a variety of learning situations to accomodate different career objectives, varying student abilities, and diverse learning styles. Steps and procedures in developing a package include (1) writing of rationale, (2) preparing performance objectives, and (3) developing a body of package materials. The package can be used to provide meaningful instruction that provides for employment alternatives, utilizes interdisciplinary content, provides clusters leading to alternative career routes, and permits the student to advance to higher levels on the career ladder.

____________________. "Why Career Education," *School Shop*, 31:1 (March, 1972), pp. 37-39.

Career education is an effort to alleviate and solve the problems of the existing educational system. The fundamental concept of career education is that all educational experiences, curriculum instruction, and counseling must be geared to prepare students for economic independence, personal fulfillment, and an appreciation for the dignity of work.

Objectives of career education at each level of the existing school system differ. However, the overall program will blend and restructure the so-called academic or general education and vocational education into an entirely new curriculum.

with vocational and occupational skill training playing a new, key role. This requires significant changes in the operation of school systems and their personnel, as well as on the part of parents and children.

Many states, with support from USOE, are actively participating in implementing career education programs into their school systems.

OTHER DOCUMENTS

Adams, Dervey A. Review and Synthesis of Research concerning Adult Vocational and Technical Education. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

A review, summary, analysis, and synthesis of literature on adult vocational and technical education are presented in this paper, with special attention to the role of public high schools and community colleges. Four problem areas in need of research are identified as (1) program evaluation and accountability; (2) organization administration and supervision; (3) integration of vocational and general education; and (4) strategies for working with minority groups.

This paper is appropriate for those designing career education programs for adults.

Adams, Raymond S., et al. Community Development and the Training of Teachers of the Disadvantaged: a Final Report--Part IV. Columbia, Mo.: Missouri University, College of Education, 1970.

The potential relevance of community development in the development of a teacher training program is discussed. The discussion is comprised of (1) the deliberations of a community development consortium; (2) a condensed version of the material abstracted in a literature search; (3) a conceptual mapping of the field, with brief listings of relevant facts; and (4) a final summation. The format of the abstracts is as follows: author, bibliographical data, a descriptive statement as to the nature of the item, any data-supported points or points known to be data supportable, assertions made by the sources, authors' recommendations, and comments when applicable. The information contained in the abstracts is then categorized and presented under the following headings: the breakdown of the community in large urban areas; problems of identity; difficulties in cross-cultural communication; holistic approach; identity change; and improving the teacher's cross-cultural knowledge and skills. Following a discussion of how knowledge of community development is relevant to teachers of disadvantaged youth, it is concluded that community development practices may provide educators with new insights, as well as new solutions to problems. Educators training teachers of the disadvantaged will find a wealth of helpful information in this document.

Alexander, Aaron C. *A Summary of the Types of "Paraprofessional Training" Provided by Junior and Senior Colleges and Universities in the Areas of Health, Education, and Welfare during Academic Year 1970-1971*. Washington, D.C.: U.S. Government Printing Office, 1971.

This summary report is a compilation of responses from every state in order to determine for the Office of New Careers the types of institutions offering training, the numbers of institutions offering training, the titles of training offered by various institutions, and an overall summary by region of the paraprofessional offerings in the categories of health, education, and/or welfare services. An attachment of the form letter used for the survey is provided as well as an alphabetical listing of responses by state.

For society, the New Careers concept commits educators to improving the utilization of human resources and maximizing services in health, education and welfare. For the individual, New Careers provides gainful employment and improved job performance. Technical school administrators, paraprofessional school personnel, and health education curriculum developers will find this a handy reference guide to the offerings in the field of paraprofessional training.

Allen, James E., Jr. *Competence for All as the Goal for Secondary Education*. Speech given before the Annual Convention of the National Association of Secondary School Principals, Washington, D.C., February 10, 1970.

Allen feels that education should enable students to qualify not just for a job, but for a rewarding job which makes the best use of their talents and abilities. Because 25 percent of our young adults are unable to qualify for a job, our present-day educational system is inadequate.

Vocational education must cast aside its remedial approach and dedicate itself to preventive measures. Elementary students need to be oriented to the world of work, and job-related studies should begin with junior high. High schools need to abolish the stigma of tracking and allow students to move freely among academic, vocational, and technical courses. In addition, the federal government should provide the leadership and funds for developing vocational courses addressed to all students, not just the disadvantaged. Although of general interest, Allen's speech is good background information for those interested in the goals of present-day vocational education.

Alvir, Howard P. How to Clarify Classroom Instructional Goals through Performance Objectives. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, November, 1971.

The author discusses the need for performance objectives in any successful career education program. Alvir defines the performance objectives, explains the rationale for performance objectives, and describes the components of a well-written performance objective. Six teachers, developing a course in auto mechanics, are used as an example or cooperation in developing performance objectives. The interrelationship between students' skill needs, teachers' classroom objectives and industry's skill requirements is established. Techniques for the proper use of performance objectives are outlined, and courses are structured to provide maximum feedback, improvement, and evaluation. This manual is a must for teachers and teacher educators developing specific career education curricula.

American Association of Colleges for Teacher Education. Excellence in Teacher Education. 1971 Distinguished Achievement Awards Program. Washington, D.C.: the Association, 1971.

This booklet contains brief descriptions of all the teacher education programs submitted in competition for the Distinguished Achievement Award (DAA) of the American Association of Colleges for Teacher Education. The 1971 DAA was awarded to Weber State College in Odgen, Utah, for its "Individualized, Performance-Based Teacher Education Program."

Teacher educators across the country may be interested in reading about an outstanding program which implements the performance-based teacher education concept.

__________. Performance-Based Teacher Education: an Annotated Bibliography. Washington, D.C.: American Association of College for Teacher Education and ERIC Clearinghouse on Teacher Education, 1972.

This is an excellent bibliography for educational personnel involved in familiarizing themselves and others with the latest innovations in performance-based teacher education. This version contains 189 citations which explore the following categories: (1) the nature of performance-based teacher education, (2) programs, (3) kinds of performance, (4) modules, (5) improvement of teacher performance, (6) assessment of teacher performance, (7) performance-based teacher certification, and (8) attitudes of professional organizations. In addition, a five category bibliography is appended.

American Vocational Association. AVA Report. Presentation at Post Secondary Education Seminar, New Orleans, December 4, 1970.

The major topics of the AVA seminar--presentations, group discussions, conclusions, and recommendations--are discussed in this report.

The seminar presentations included: "Manpower Programs and Post Secondary Education institutions (O'Dell), "Legislation for Career Education in Postsecondary Institutions" (Radcliffe), "Career Education" (Feldman) and "The American Vocational Association and Its Commitment to Evaluation and Accreditation" (Nerden). The O'Dell and Radcliffe presentations are specific in nature and should enlighten legislators as well as all educators concerned with federal legislation for career programs. The Nerden paper is aimed at accreditation institutions and personnel and delves into the activities of accrediting agencies and the problems of accreditation. Only the Feldman report is of general interest.

Arends, Robert L., et al. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Syracuse: Center for the Study of Teaching, 1971.

Believing that instructional modules are the keystone of performance-based teacher education programs, the authors offer guidance in developing and writing modules. Skills covered are specifying objectives, developing hierarchies of modules, and designing, writing, and cataloguing modules. Sample modular clusters and modules comprise half of the handbook. A glossary and 13-item bibliography are included.

Curriculum development specialists and teachers developing their own curriculum plans will benefit from familiarity with the module-cluster concept.

Arkansas State Department of Education, Little Rock Division of Vocational, Technical and Adult Education. *Arkansas Guidebook for Vocational Orientation*. Fayetteville, Ark.: Department of Vocational Education, 1971.

Developed and revised by junior high school vocational teachers, this guidebook contains many suggestions indispensable to teachers charged with implementing a career education program.

The six broad areas of study outlined include (1) Self-Understanding for Success in the World of Work; (2) General Study of Occupations; (3) Exploring Occupations in Relation to Self; (4) the Decision-Making Process; (5) Making a Long-Range Training Plan; (6) Procedures for Seeking, Getting and Keeping a Job.

In addition, each unit contains specific instructional packages: (1) a teacher's section consisting of teacher objectives, suggested teacher activities, factors to consider, bulletin board, transparency ideas and references; (2) a student's section including student behavioral objectives, a pretest, information, and review questions.

Associated Organizations for Teacher Education. *Instructional Technology in Teacher Education. Education/Industry Cooperation*. Washington, D. C.: the Association, 1970.

This task force report outlines a series of educational problems which demonstrate the need for increased use of instructional technology. A list of six benefits of instructional technology for education is used as a basis for recommending changes in teacher education to include more use of and instruction in educational technology. The report concludes with a list of recommendations for teacher educators, industry representatives, and teacher organizations.

Bailey, Larry J. *A Curriculum Model for Facilitating Career Development*. Springfield, Ill.: Illinois Research and Development Coordinating Unit, 1971.

This project represents an attempt to integrate career development theory and research with the design of a curriculum framework logically consistent with the research findings.

The focus is on developing competencies, not dispensing information, and draws on the current research of Kroll, Morley, Holland and Whitney, but relies primarily on Herr's conceptual frame of reference.

Vocational development tasks and their rationale are described for each of the following stages: (1) Awareness Stage (Grades 1-3), (2) Accommodation Stage (Grades 4-6), and (3) Exploration Stage (Grades 7-8). A model of individual progression through specific vocational stages is also presented. Career education theorists, researchers and curriculum specialists should appreciate this logical integration of the theoretical and the practical.

_________________. Facilitating Career Development: an Annotated Bibliography. Springfiled, Ill.: Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1970.

The detailed annotations in this bibliography were compiled from an exhaustive search of the career-development literature listed in Research in Education (1964-1970) and Education Index (1966-1970). The breadth of coverage--computer-based guidance systems, gaming and simulation, theoretical models and techniques for vocational guidance, curricular programs--makes this a very useful reference. The official Vocational Education Board sponsorship of this project is a good example of the new and broader focus of vocational educators.

The wide range which this bibliography covers makes it a valuable resource for guidance counselors, curriculum development specialists, and administrators.

Banathy, Bela H., and Peterson, Robert M. Employer Based Career Education. Washington, D.C.: Office of Education, 1972.

The Far West Laboratory for Educational Research and Development has contracted with the Office of Education to study, engage in, and design pilot projects to test the feasibility of Employer Based Career Education (EBCE).

The distinctive features of the EBCE Model are that it represents a total secondary program, a cross-section of students aged thirteen through eighteen, outside control of the school, maximum career exploration, individualized instruction, performance objectives, and a feasible cost.

The educational goals of EBCE are outlined clearly, and the curriculum focuses on academic/vocational integration, individualized instruction, and real-life learning situations. This is a clear and thorough resource for educators planning to be involved in Employer Based Career Education and its related fields.

Barabas, Jean. Women: their Educational and Career Roles. an Annotated Bibliography of Selected ERIC References. ERIC Information Retrieval Center on the Disadvantaged. New York: Columbia University, 1972.

This annotated bibliography, which is largely research-oriented, focuses on women as a group whose social and economic status has been hindered by traditional societal values and orientations. The research is divided into seven major sections: 1) women in the society; 2) counseling women; 3) women in academia (as students); 4) continuing education for women; 5) career choice and development for women; and 6) women in the world of work. The bibliography encompasses document citations in Research in Education from November 1966 through December 1971; also included are journal citations in Current Index to Journals in Education from January 1969 through December 1971. This annotated bibliography should be of interest to those involved in career education research, curriculum planning, and counseling.

Barbrack, Christopher R., and Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: a Second Generation Mother Study with an Emphasis on Costs and Benefits. Final Report. Washington, D.C.: Office of Economic Opportunity, 1970.

This report is an evaluation of three home visitation projects designed to acquaint low-income mothers with readily available materials and everyday events for the educational stimulation of their preschool children. Variations among the home visiting projects were in terms of expense and the professional qualifications of the home visitors. Statistics on general intelligence, concept development, and maternal teaching style were analyzed in order to compare and evaluate the three projects.

The traditional Stanford-Binet and Peabody Pictures Vocabulary Test were used to test the preschoolers' aptitudes. In addition, two newer instruments were used: the DARCEE Concept Test for Children and the Maternal Teaching Style Instrument. Because the results of the program were promising, adult educators curriculum specialists, compensatory education program evaluators and others should acquaint themselves with this study.

Bargar, Robert R., et al. Investigation of Factors Influencing the Training of Educational Researchers. Final Report. Columbus, Ohio: The Ohio State University, May, 1970, p. 132.

Thirty students were chosen for a pilot of an undergraduate program in educational research for those interested in specializing in the field. This experimental group received higher post-test scores on research attitudes, educational aspirations, and occupational attitudes than did those in two control groups. Surveys of public school administrators revealed job openings and anticipated increased demand for personnel with training in research, development, and evaluation of programs. This information is of interest to guidance counselors, teacher trainers, administrators and researchers.

Barnes, Ron. Learning Systems for the Future. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1972.

The purpose of these materials is to create or increase awareness of a new design in education--learning as a total concept in living. We are in a new age in which we must begin to separate schooling from education. One response to the age is to develop new learning systems. A design for a living/learning system is presented, as developed for the Minnesota Experimental City. Some of the contrasts between present school system assumptions and those of the new learning systems are given, including the following: the present system states that learning is preparation for life and there comes a time in life to stop learning and start living; in the new system the assumption is that learning is life and that people never stop learning. The author describes a door through which a person must move in transitioning from the present to the future, using the concept of DOR, or disorientation/orientation/reorientation. Future learning systems will utilize series of centers such as beginning life centers, stimulus centers, gaming centers, and projects centers. Several recent books and manuals are cited as recommended readings.

The article is helpful in characterizing a living/learning system and contrasting it with learning as preparation for life system.

Berman, Gerald S., et al. Bridges and Ladders: a Descriptive Study in New Careers Rehabilitation Occupations for the Disadvantaged and Advantaged. Washington, D.C.: Rehabilitation Services Administration, 1971.

A group of college students, most from lower white collar and blue collar backgrounds, some from poverty and ghetto backgrounds, were the basis for this New Careers Study. There are two parts to the New Careers program: (1) providing meaningful opportunities and chances for advancement up the career ladder for the poor, and (2) helping social agencies bridge the gap between the professional and the community by providing subprofessional workers as a cross-interpreting agency.

The study raised three important questions: are the poor responding to New Careers opportunities? Is the career ladder sufficient incentive to attract and hold those from lower-class backgrounds, particularly those with high mobility aspirations; is the bridging function effective, and is it conducive to job advancement?

Tentative findings are presented, and notes, references, and appendix are provided. Rehabilitation program sponsors, disadvantaged youth specialists, and Manpower Development coordinators should take careful note of the results presented.

Bibliography on Career Education. Washington, D.C.: U.S. Office of Education, May, 1973.

This bibliography, prepared by the U.S. Office of Education, is divided into four sections. Section 1, "Selected References on Career Education," lists key documents dealing with the career education concept itself. Section 2, "Journal Articles," lists a variety of articles which have appeared in periodicals, dealing with the career education concept and some of its component parts. Section 3, "Background References Related to Career Education," lists documents related to career education concepts or to various components or aspects of career education. Section 4 , "Continuing Sources of Information," lists several key information sources from which a continuing flow of career education information can be obtained in the future.

Sources from which the materials can be obtained are provided, many of which are available through the ERIC system. Special ordering instructions for ERIC documents are given for the convenience of the persons or organizations which want these materials.

This bibliography could serve well as a source of reference for those who are interested in and concerned with the career education concept and with some emerging techniques for the implementation of career education programs.

Blacklow, Robert S., et al. An Evaluation Report of the Harvard Health Careers Summer Program for Minority Students: Volume I. Bethesda, Md.: National Center for Health Services Research and Development, 1971.

If minority health care is to improve, more qualified minority health care workers must be trained. The Harvard School of Dental Medicine and the Harvard Medical School initiated a summer program to interest minority students in health care work and to strengthen their academic backgrounds in science and math.

Informative sections of the report deal with the overall effectiveness of the program in encouraging minority students to enter graduate health care programs, format of the program, and recommendations for improvement in the health care special program by students and counselors. Medical educators, minority group specialists, health occupations curriculum specialists and others should find the program innovative and the results enlightening. Thorough program evaluation is evident in this report.

Blackoff, Edward M. An Experimental and Demonstrational Program to Improve the Status of Household Employment. Final Report (March 15, 1968-July 31, 1970). Washington, D.C.: Office of Education, Manpower Administration, 1970.

Initial research indicates that a large group of household workers are employed under substandard conditions. The median income, for example, is less than $1,500 yearly. Few have any job security, benefits, or statutory coverage.

The basic objective was to find ways to upgrade the image of the household worker and to provide a clear picture of the occupation and the worker. The major task of the project was to evaluate the feasibility of using a commercial household service business to provide an equitable occupational environment for the household worker.

The administration of the program, recruitment procedures, and counseling methods are explained clearly. The report and its summary are interesting reading, and those involved in adult education, continuing education, technical and vocational education, as well as legislators and researchers, should find it worthwhile.

Blake, Duane L., and Gutcher, G. Cale. New Vocational Education Concepts and Programs in Metropolitan Areas, Institute I. Final Report. Ft. Collins, Colorado: Colorado State University, Department of Vocational Education, 1971.

This five-day institute involved fifty-eight persons interested in sharing ideas and experiences concerning innovative career education programs for the disadvantaged and the potential dropout. The following presentations appear in the report: (1) "Educational Programs and Career Opportunities as a Motivating Force for Students;" (2) "Innovative Programs Designed for Junior High and Elementary Schools in the Exploratory Phase of Vocational Education;" (3) "Exemplary Vocational Programs in Pontiac, Michigan," and (4) "Implementing Exploratory Occupational Programs in New Counseling Techniques to Assist Students to Realistically Enter the World of Work." This institute report should appeal to vocational counselors, curriculum specialists, and school administrators.

Block, A. L., Comp. *1971 Career Information: a Directory of Five Materials for Counselors and Teachers.* Milwaukee, Wis.: Sextant Systems, Inc., 1970.

More than twelve hundred free publications are listed, all of which have been reviewed by the author. Developed primarily for vocational counselors and vocational educators, the directory can also be a valuable tool in most other upper elementary, secondary, and post-secondary classrooms. Publications are classified alphabetically, by source, by cluster, by job title, and numerically in an attempt to provide easy access to the free materials. In addition, two appendixes are provided, indicating local occupational information sources and a guide to federal career literature.

Borman, Christopher A., and Reilley, Robert R., eds. *Vocational Guidance in the 70's. Proceedings of the Texas A&M University Vocational Guidance Conferences.* Austin: Department of Occupational and Technical Education, 1971.

One of the primary tenets on which career education is founded is the belief in the vocational counselor as an integral part of the school. Many issues related to counseling in the 70's are raised. Some questions raised were what is the relationship of the new vocational counselor to the older guidance program; what administrative problems, such as training and certification, need to be resolved; what are the appropriate methods and materials available to the vocational counselor?

Four major sets of papers are presented to answer these and other questions in the handbook, and transcripts of the panel discussions held by the vocational counselors are included.

Borow, Henry. "Conjunction of Career Development and Curriculum: Problems and Potentials," in National Vocational Guidance Association, *Conference on Implementing Career Development Theory and Research through the Curriculum.* Washington, D.C.: National Vocational Guidance Association, 1966, pp. 17-32.

Borow's presentation deals with a concern not often covered in the literature of career guidance--the tendency of children

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to develop negative attitudes toward some careers ("subjective occupational foreclosure"). This phenomenon Borow regards as fostered by the increasing isolation of young people from the world of work and the enormous complexity of modern industrial society. He briefly reviews the research corroborating the development of these hostile attitudes. Noting that "the school typically makes few systematic and effective efforts to combat the negative sterotype," he concludes that curricular materials should provide more realistic portrayals of the world of work.

Curriculum specialists will need to incorporate Borow's discoveries into curriculum planning. Vocational guidance counselors, too, should be aware of "subjective occupational foreclosure" when counseling students.

Bottoms, Gene. Career Development Education K through Post-Secondary and Adult Education. Atlanta: Georgia State Department of Education, Division of Vocational Education.

This paper explains the need for career development activities organized as a core curriculum from kindergarten through post-secondary and adult education. The specific career development needs at the elementary, junior high, secondary, post secondary, and adult levels are defined.

The detailed objectives for a career education program are listed as self-characteristics, occupational areas, educational avenues, decision-making, economic and social work values, psychological and social meaning of work.

The author presents sequential objectives for a career development program (k-adult) and suggests how to organize the school for career education. Good tables and charts abound, especially those used for explaining cluster concepts and learning experiences. The conclusion provides a summary of recommendations. This is an especially informative booklet. It is well organized and always specific. Adult educators, career education administrators, curriculum specialists and classroom teachers should find it useful.

________________. Orientation to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas. Final Report, Institute VI. Raleigh: North Carolina State University, 1970.

This report, sponsored by the Southwide Research Coordinating Council, is the result of a need to provide quality programs of career orientation and occupational preparation for rural youth. Teachers were provided with strategies utilized in exemplary programs of career education at the elementary, junior high, and senior high school levels. State directors of vocational education recommended seventy-two teacher participants to the one-week institute. Two results of this program are evident: (1) that the process used to plan and carry out the institute was highly successful, and (2) that a set of comprehensive guidelines for a total program of career education in rural areas was formulated.

The institute report is lengthy and well documented. Appendices include such specific aids as the task group assignments, the institute agenda, and the evaluation measurements. Those interested in career education program development, teacher training, and summer institute planning should find the report most helpful.

Bowman, Garda W., and Anderson, Wilton. Structured Career Development from Teacher Aide to Teacher--and Beyond. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971.

In the first of the two papers in this monograph, the author describes the concepts of career ladders and career lattices for paraprofessionals in education and the ways in which these concepts have been implemented in the past few years. Various aspects of implementation are examined, including functions performed , requirements for advancement, training, compensation, recruitment and selection, evaluation, and credentials and certification. Because this is a relatively new development in education, some potential problems are considered, with suggested strategies for dealing with them. Finally, the various benefits resulting from a career ladder and paraprofessional program are discussed as they apply to the student, the paraprofessional, the professional, the institution, and the community. The second paper describes in more detail the career opportunities program of the U. S. Office of Education. The operation of the program is discussed and trends for the future are considered, including the use of differentiated staffs in team teaching and informal classrooms, the role of state agencies, revisions in teacher certification, the increased use of local funds, the effect of career lattices on school salary structure, and modifications in teacher training programs. There are four appendices and a bibliography.

Brown, Bob Burton, and Soar, Robert S. Available Tools and Techniques for Evaluating Innovations. Gainesville: University of Florida, College of Education, 1971.

Three basic types of measures, all of which must be included in the process of effective evaluation, are presage, process, and product. Presage means something that foretells or predicts, and presage measures relating to predictive characteristics of teachers, pupils, and programs can be very useful if related to both process and product measures. Process measures describe what happens during the operation of a particular program, and until recently went unmeasured due to lack of tools and techniques to do that job. Finally product measures are concerned with the level of pupil performance which can be attributed to the program in question.

The wealth of predictive, process, and product methods available in this resource make it appropriate for teacher educators and supervisors.

Brown, Duane, et al. A Career Development Guide for West Virginia Teachers. Morgantown, W.Va.: West Virginia University, Department of Counseling and Guidance.

This guide was designed for teachers to use in incorporating career development into their curriculum. The first major section discusses some antiquated ideas that have been held about the development process, provides a rationale for the program presented and lists several references. The second section contains a discussion of the world of work, including the transition from school to work, conceptualized work, and expected trends. The third major section outlines a curriculum guide for career development programs. General objectives and implementation techniques are presented as are suggested activities and resources for grades k-12. An extensive list of materials and sources of information about career development and suggestions for establishing a placement service are appended.

This is a suitable resource for teachers, curriculum specialists, and placement service directors.

Budke, Wesley E., et al. Career Education Practice. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1972.

This publication should be of significance to all educational administrators involved in implementing career education programs. Tentative definitions of career education and the rationale for career education are presented. Particularly helpful is the explanation of the four USOE models for implementing career eduation goals: school-based models, employer-based models, home/community-based models, and rural resident-based models.

The characteristics of the school-based program are explored in detail and concentration is focused on the program's organizational components.

Suggestions throughout the book are specific in nature; teachers will find the instructional activities and community involvement activities particularly helpful.

Four quite useful appendixes appear. The federally funded projects--exemplary projects in vocational education, research and development projects in career education, and curriculum development projects in vocational and technical education--should prove interesting to administrators.

Budke, Wesley E., and Magisos, Joel H. Answers to Questions on Vocational Education. Columbus: The Ohio State University, The Center for Vocational and Technical Education.

This short booklet contains questions and answers concerning aspects of vocational-technical education, including (1) satisfying student needs through cooperative education, (2) skill and ability requirements of the cooperative teacher-coordinator, (3) economic feasibility of vocational-technical education, (4) improving rural education, (5) characteristics of a career oriented school curriculum, and (6) increasing program effectiveness through vocational followup. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included.

This booklet will be a helpful reference for teachers, administrators, curriculum specialists, rural education personnel, and guidance directors.

Budke, Wesley Eugene. Review and Synthesis of Information on Occupational Exploration. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1971.

Since the 1968 Vocational Education Amendments there has been increased emphasis on programs of world of work orientation and exploration for elementary and secondary students. In order to identify the problems facing these programs and the methodological approaches used in their development, this review emphasizes school responsibility in setting up and operating occupational exploration programs for grades k-12. Although research in occupational education is limited, because the field has been emphasized only recently, considerable related research has been conducted in career development and vocational guidance. Existing programs are concentrated at the junior high school level, although the emphasis is not on the development of elementary school programs, with master plans to coordinate programs at all levels through grade twelve. The implications for teacher and counselor education and the need for a good relationship with industry are discussed, along with problem areas, questions to be resolved, and recommendations for further research and study. Many of the documents included in the bibliogphy are available through the ERIC system.

Administrators, teachers, boards of education, and vocational counselors who are charged with implementing career education programs will find this booklet informative.

Burdin, Joel L., and Reagan, Margaret, eds. Performance-Based Certification of School Personnel. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971.

The 1970 Miami Beach Training Sessions for National Leaders in Teacher Education considered the techniques needed for using performance criteria to determine an individual's ability to perform as a teacher in public schools and thus qualify for certification. Part 1 of the document contains five papers on performance-based certification. Part 2 details the plan for changing certification procedures, with notes on forces which are helping or hindering, for selected organizations and state agencies. Part three considers the impact performance criteria will have on teacher certification in substituting demonstrated teaching ability for evidence of having followed an approved program of studies.

State certification specialists will find the criteria outlined in this source of interest.

Bureau of Adult, Vocational, and Technical Education. Prevocational Exploratory Programs in Manpower Development and Training. Washington, D.C.: U.S. Government Printing Office, 1970.

This administrator's guide describes the objectives and organization of prevocational exploration. After presenting a brief history of manpower legislation, the guide discusses the role and objectives of prevocational education and describes trainee characteristics which have implications for the program. Procedures for developing and implementing the program are included. Sample schedules, organization charts, and forms are appended.

Burns, William E. Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project. Sacramento, Calif.: State Department of Education, 1972.

In January, 1972, a national advisory and review curriculum committee met at the U. S. Office of Education to (1) review a report which was to serve as the framework within which the secondary level public service occupations curriculum would be developed; (2) discuss the general concepts and related issues in preparing individuals and/or groups for employment in public service; and (3) hold discussions focusing on six generic questions concerning project implementation. As a summary of that meeting, this report provides project staff and consultants with insights into the problems of career development for public service occupations, as well as solutions to those problems. The report is organized around six key issues confronting project implementation. Also thirty-six specific recommendations and nine general recommendations have been identified to further assist in project management and implementation.

Business and Office Education--Instructional Materials. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This compilation presents over 200 resumes of instructional materials in business and office education, which have appeared quarterly in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), fall 1967 through fall 1971. Resumés cover a broad range of fields and occupations, such as accounting, bookkeeping, and stenography. The resumés are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document, author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resumé and ordering information for AIM and EDRS reproduction are provided in an introductory section.

Butler, Roy L., and York, Edwin G. What School Administrators Should Know about Cooperative Vocational Education. Columbus: The Ohio State University, The Center for Vocational and Technical Education, May, 1971.

This document reviews administrative concepts relative to cooperative vocational education, including funding, staffing, supervision, advisory committees, facilities, and program evaluation. Various types of cooperative programs are described, and the advantages and limitations of cooperative education are discussed.

This reading could be of value to personnel designing educational programs in partnership with industrial and community organizations.

________________. What Teacher Coordinators Should Know about Cooperative Vocational Education. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, May,1971.

Primarily intended to serve as a reference for in-service teacher coordinators, this document provides an overview of key points regarding the development and operation of cooperative vocational education programs. Written from the perspective of the teacher-coordinator, the discussion centers around the broad topics of planning, coordinating, and evaluating cooperative programs. More specifically, the topics include (1) "Working With the Administrator," (2) "Promoting the Program," (3) "Surveying Student Interests and Needs," (4) "Surveying Community Resources," (5) "Developing Cooperative Training Stations," (6) "Planning and Coordinating Instruction," (7) "Youth Organizations," and (8) "Labor Laws." The guideline format of this document should further assist the teacher-coordinator in planning and developing programs.

Butts, David P., et al. A Personalized Teacher Education Professional Program. Report Series No. 54. Austin: University of Texas, Research and Development Center for Teacher Education, 1970.

Although this description of a program, in operation since 1968, focuses an the personalization of teacher education, it also refers to other program aspects, such as skills practiced and videotaped lessons. Program evaluation, planned for 1971, will measure changes in behavior in current and previous graduates.

Teacher educators interested in improving their teaching methods will appreciate the suggestions offered in this document.

Caldwell, H. Lynn. Central Area Schools Occupational Development Program. Interim Report. Seattle: Seattle Public Schools, 1971.

This study reports the first year of an exemplary program at Garfield High School, Seattle, where a program of occupational skills was instituted as a regular part of the comprehensive school curriculum. First year objectives included efforts to (1) plan and develop limited operation of vocational-technical programs; (2) establish technical advisory groups in the skill areas; (3) individualize the curriculum; (4) provide inservice training for staff; and (5) enroll one-fourth of the student body or 250 students in an occupational development program. Major accomplishments of these efforts included (1) more than 130 persons were involved in the initial planning of the program; (2) by September 1970, fourteen courses had been initiated and some 300 students enrolled; and (3) staff development was furthered through two workshops in 1970-71 for all program staff. A major recommendation of the report is that the middle school area of career orientation and education should be fully developed during the second year program.

This study provides valuable information to anyone having reponsibility for personnel development program planning and implementation in career education in regard to how to prepare staff in-service.

Call, John Reed. Diversified Satellite Occupations Program. Interim Report. Salt Lake City, Utah: Granite School District, 1971.

This interim report, covering the period of September 1970 to June 1971, describes a program conducted for elementary, junior high, and senior high grades. The elementary program was designed to help students develop an understanding of occupational competence. The prevention of dropouts and individualizing instruction were concerns of the junior high program. For senior high students, dropout prevention, reenlistment of prior dropouts, and providing occupational experience and information were the major concerns. Two of the centers made arrangements for senior high students to gain work experience, with pay, as teacher's aides during a part of the school day. Two of the junior highs showed positive results during the first year through a close relationship between teacher and students, and it was decided to curtail expenditures in the elementary area for the 1971-72 year. An expansion of the junior and senior high programs is planned.

This report has implications for personnel development in career education.

Cameron, Walter A. Project INFOE (Information Needed for Occupational Entry). Final Report, Phase I. Knoxville, Tenn.: Tennessee Occupational Research and Development Coordinating Unit, 1972.

The Information Needed for Occupational Entry (INFOE) project, incorporated the use of microfilm aperture cards to help students acquire information about local employment opportunities and qualifications for various occupations. To assess the impact of project INFOE in pilot schools within the state of Tennessee, information was obtained from students and counselors concerning the INFOE materials. This data revealed that counselors generally felt the need for more information on professional type careers. Also, a few counselors expressed a desire for INFOE cards with general information on job interviews and how to select a career. Student opinions regarding the INFOE materials were gathered by means of a pretest-posttest design. Seventy of the 164 students responding indicated that INFOE materials helped them select a vocational education course. A major recommendation of the study is that the deck of job titles should be disseminated to any school in the state that will make effective use of them.

This publication suggests innovative techniques with which guidance counselors should become familiar.

Campbell, John P. Personnel Training and Development. Minneapolis: Minnesota University, Department of Psychology, 1970.

A comprehensive review of the literature on organizational training and development is undertaken in this report. Developments in learning, motivation, and attitude theory are discussed, with particular attention being paid to the theory and techniques of behavior modification and to general systems theory. Computer-assisted instruction and methods for training disadvantaged applicants are discussed. The literature of research and evaluation methodology is noted, along with its lack of innovation. Finally, empirical studies of training and development outcomes are reviewed; most of these studies are concentrated in three areas: laboratory education, programmed instruction, and training the disadvantaged. Research in these three areas has borne fruit, but they are bright spots in an otherwise dismal picture. For example, although management development is a huge enterprise, we know next to nothing about its behavioral effects. The report concludes with a discussion of reasons why the state of the art is what it is and with recommendations for future research and practice.

Those developing programmed instruction, management development programs, and special programs for the disadvantaged should find this document of interest.

Campbell, Robert E., *et al*. *The Systems Approach: an Emerging Behavioral Model for Vocational Guidance. A Summary Report. Research and Development Series No. 45*. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1971.

The primary purpose of this project was to develop a procedural model for improving vocational guidance programs in senior high schools. Using a systems approach, the model (1) emphasizes student behavioral objectives; (2) gives alternative methods for accomplishing these objectives; (3) provides program evaluation strategies; (4) incorporates guidelines for program change adjustments; and (5) can be operationally demonstrated in pilot locations and subsequently replicated in other locations. The ten procedural phases of the model were developed over a two-year period in cooperation with a comprehensive high school, although the basic model is flexible enough for use at many levels such as the state guidance system of local school systems. Each phase is independent, allowing the adoption of the combination best suited to individual needs. A revised model will be published following extensive field testing.

Campbell, Robert E., and Vetter, Louise. *Career Guidance: an Overview of Alternative Approaches*. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1971.

By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for accomplishing career development. Alternative approaches which received special attention are (1) occupational exploration, (2) the developmental (k-14) approach, (3) systems approaches, and (4) computer-assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options.

Career Choice and Career Preparation. Olympia, Wash.: Washington State Coordinating Council for Occupational Education, 1972.

This innovative study guide provides individualized occupational guidance for students in the secondary grades by means of autoinstructional reading materials covering career choice and career preparation. The student is asked to answer certain questions which narrow down his interests and qualifications, and on the basis of the answers he is instructed to turn to specific pages in the document. Jobs available to the high school graduate and dropout are described, including salaries, employment requirements, job locations, employment outlook, and sources of further information. Photographs illustrate the text, developed by a university educator and a training commander in the Air Force. Apprenticeship programs and federal employment programs are briefly discussed. Descriptions of community colleges and post-secondary vocational schools in Washington state include a chart alphabetically keying the institutes to specific vocational preparation programs which are offered. A map of school locations in Washington state is included.

Career Development Resource Guide, Grades 6-8. It's Time to Plan. Clarksville, Md.: Howard County Board of Education, 1971.

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts with the aid of middle school teachers, counselors, and consultants, this resource guide for grades six through eight contains ideas and activities for incorporating a program of career exploration into the middle school curridulum. Intended to help children develop positive and realistic self concepts, wholesome work attitudes, and knowledge of the world of work and profitable use of leisure time, exploration activities are suggested by grade level for social studies, language arts, mathematics, science, art, music, home economics, industrial arts, and physical education. Sample lesson plans keyed to a generalization and developmental concept and containing rationales, objectives, teaching strategies, and evaluation suggestions are included for each subject matter area.

A number of techniques are suggested for accomplishing the concepts, including field trips, resource persons, class discussions, films and filmstrips, and individual projects. Sample student materials and a bibliography of teacher and student references are included.

Career Development Resource Guide, K-5. Clarksville, Md.: Howard County Board of Education.

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts with the aid of elementary teachers, counselors, and consultants, this resource guide for grades k-5 contains ideas and activities for implementing a program of occupational awareness into the existing elementary school curriculum.

The materials in the guide are intended to help children develop: (1) a positive and realistic self concept, (2) knowledge of the world of work, (3) wholesome work attitudes, and (4) the use of leisure time profitably. For each of these major concept areas, generalizations are listed, and activities and ideas are suggested for each grade level. A variety of techniques are suggested for accomplishing the concepts, including role playing, field trips, class discussions, films and filmstrips, and individual projects.

Two sample unit plans containing rationales, objectives, teaching strategies, and evaluation suggestions are provided for developing wholesome work attitudes and knowledge of the world of work for using leisure time profitably. Sample crossword puzzles, a word maze, other student materials, and a bibliography of teacher and student references are included.

Career Education. Washington, D.C.: Office of Education (DHEW), 1971.

Nearly 25 million students leave the formal education system of the United States each year without adequate preparation for a career. Career education offers an opportunity to develop and implement more appropriate curriculums that will meet the needs and desires of students and serve the purposes of society. The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Beginning with the early elementary school years (k-6), the student is provided an opportunity to explore a wide spectrum of occupational clusters so that by the middle grades (grades 7-9), he can examine more closely those clusters in which he is most interested. By the end of the tenth grade he develops elementary job skills that he can pursue if he does not complete the 12th grade. If he does complete the twelfth grade, the student is prepared to enter the labor market or to continue his education at a postsecondary institution. To put a career education program into action requires a profound rethinking of missions and restructuring of operations by all who are concerned with American education, but the benefits gained will be worth the investment.

This article will adequately equip the reader with the philosophy and rationale of career education.

Career Education: a Handbook for Implementation. Baltimore: Maryland State Department of Education, 1972.

Developed by educators with the help of an advisory group, this handbook was prepared for use with a film and slide presentation at a series of national conferences designed to familiarize decision makers with the nature and advantages of career education. Each of the four chapters of the handbook addresses a single question. In the first chapter, the concept of career education is defined and its components examined. The second explores the sources of dissatisfaction with education. A variety of programs throughout the country are described in the third chapter and a conceptual model of career education is offered. The fourth and longest chapter provides guidelines in ten action steps for use in implementing the program. Implementation must occur at two levels--the policy level and the instructional level, and state leadership bodies must take the responsibility for supporting implementation. No matter what the level, there are ten action steps which must be undertaken in four phases: (1) define the goals and sell the program, (2) organize resources, (3) implement the program, and (4) evaluate, improve, expand and maintain. These ten steps are described in some detail.

This handbook is a significant source for personnel development for career education--particularly for those giving leadership at the state department of education level.

Career Education--Is It a Fad or a Major Development. Washington, D.C.: American Vocational Association.

This issue of the American Vocational Journal is devoted to an examination and assessment of the career education concept. Included are descriptions of ongoing career education programs which provide insight into program development and implementation. Among the articles found in this issue are (1) "Education for careers--A Convention Report" by Aleene Cross and Byrl R. Shoemaker; (2) "Career Education: Every Student Headed for a Goal" by Sidney P. Marland, Jr.; (3) "Pontiac: Career Education Community" by B. C. Van Koughnett and T. B. Justiz; (4) "Career Development Activities Permeate Wisconsin Curriculum" by Harry N. Drier, Jr.; (5) "Career Education: Big D Style" by B. J. Stamps; (6) "Junior High: The Exploratory Years" by Thomas W. Gambino; (7) "Articulated Programming: Factor in Career Education" by Ethel M. Smith; (8) "Career Guidance: Program Content and Staff Responsibilities" by Norman C. Gysbers and Earl J. Moore; (9) "Career Education: Barriers to Implementation" by Gordon I. Swanson; (10) "Career Education and Career Choice" by Kenneth B. Hoyt; (11) "State Level Management for Career Education" by Gene Bottoms; and (12) "Career Information Centers on Wheels."

This is a good coverage of the scope and present state of career education.

Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972). Washington, D.C.: American Educational Research Association, 1972.

Three of the papers in this collection present the separate models-school based, employer based, and home-community based. Titles of the five papers are (1) "Facts and Fantasies of Career Education" by Gorden I. Swanson; (2) "Strategies for Implementing Career Education: A School Based Model" by Aaron J. Miller; (3) "Employer Based Career Education (EBCE)--A Model Developed at the Far West Laboratory for Educational Research and Development" by Bela H. Banathy and Robert M. Peterson; (4) "The Home-Community Based Model (Model Three) of the U.S. Office of Education's Career Education R & D Program--A Synopsis" by Cornelius F. Butler; and (5) "A Summary of a Rationale for Education for Work" by Jerome Moss, Jr., Brandon Smith, and George Copa. Two points covered in the speeches that may be of special interest to program planners are the basic career education elements and the career education curriculum model.

Trends identified in these papers have implications for personnel development in career education.

Career Guidance through Groups. A Job Placement and Group Vocational Guidance Program for High School Youth. Phase II July 1, 1969 through August 15, 1970. Houston, Tex.: Vocational Guidance Service, 1970.

The first two operational years of the Houston area vocational guidance service's group guidance program for minority high school youth who live in economically disadvantaged urban areas is described. The program is experimental and is designed to prepare youth to make a positive transition from high school to suitable employment or post high school training. Objectives include (1) exposing students to national and local labor market information and manpower trends; (2) helping students learn and implement techniques for employment and career planning; and (3) facilitating job-seeking techniques. Complete program activities are described for both years. First year results indicate that participants were more aggressive in the labor force, were better equipped to enter the labor force and earned higher wages. A second year evaluative summary points to success in respect to knowledge and motivational effects on participants, staff adequacy, program-school relationships, and program relevance to the target population. Plans for the third year are discussed.

Career Opportunities Program. Education Professions Development Act. Washington, D.C.: Office of Education (DHEW), 1971.

Low-income community residents and Vietnam era veterans are being put to work as education auxiliaries in poverty-area schools while they study in one or more cooperative universities. The career opportunities program (COP) was provided for under the Education Professions Development Act, and about seventy-five percent of its programs are in inner-city schools. The program demonstrates how community residents can help improve educational services and also how school personnel can deliver performance-based learning. This booklet explains the program including benefits, administration, and the people served.

Career Renewal for Adults through Education: a Position Paper from the National Advisory Council on Adult Education. Washington, D.C.: National Advisory Council on Adult Education, 1972.

This position paper raises concerns, states positions, and makes recommendations about the way in which adult education and career education relate and coexist. The concept of career-oriented education for adults is supported, but concern over program direction prompted statements of position relating to career education research, curricula emphasis, agency articulation, alternative school models, teacher-counselor-administrator models, materials and tests, and evaluation and accountability techniques.

This paper is especially valuable for educators involved in all phases of continuing education.

Careers Without College. Wisconsin State Employment Service, Madison. Program Development and Research Bureau.

Occupational guidance counselors as well as the students they counsel should find this booklet of general interest. It is directed to the non-college bound youth and lists occupations and their required skills. Sample occupations included are automobile mechanic, fireman, policeman, secretary, and machine operator. The occupations cited are those in which the number of employment opportunities are expected to increase.

Carlson, Clayton D. K through 12 Project in Career Development and Bridging the Gap between School and Work. First Interim Report and Appendices. South Dakota: Watertown Independent School District, 1971.

This exemplary project is designed to help all students bridge the gap between school and work by creating change through an in-service program for counselors and through the implementation of a program of occupational information, orientation, and exploration for grades k-12. Phases of the project are (1) staff recruitment and planning, (2) district staff orientation, (3) program implementation, and (4) evaluation of data collection. Phases 1 and 3 were initiated during the first year of operation, and the framework and materials are available for continuation of the third phase. A complete summary of the first year of operation is included in this report, and should be of value to pilot project directors, staff development specialists, and in-service program directors.

Centanni, Frederick A. Task and Skill Analysis: a Methodology of Curricula Development for the Disadvantaged. Waltham, Mass.: Sylvania Electronic Systems, 1970.

This document outlines training and educational problems confronting the trainee in private business and industry and recommends a methodology which can be used to develop the training/educational approach. Phase 1 is a labor market analysis, using Boston's standard metropolitan statistical area as an example of an area and of the kinds of data collected and used. Phase 2 is task and skill analysis (TASA). This phase collects information on training time objectives, general educational development reasoning, mathematics, and language requirements, types of occupational situations, special tools and equipment, physical demands, aptitudes, physical work area, and skill complexity. Phase 3 , curriculum development, is based on the Sylvania technical concept called DELTA (Direct Employment from Local Training Activities), which consists of analyzing job requirements and developing a training program while recognizing the commonality of instruction and individual abilities of the students. The electronics industry is used as an example of how this core concept progresses from conceptual to operational status. (Appendixes include occupational titles and codes, the Boston Standard Metropolitan Statistical Area, visual aids, and a glossary of terms. There are numerous tables and charts.) Curriculum development specialists and forward-looking industrial leaders should be interested in this practical guide.

Cincinnati Public Schools. An Analysis of the Career Orientation Project in Social Studies. Columbus, Ohio: Ohio State Department of Vocational Education, 1971.

This report is an outgrowth of an Ohio State Department of Education Grant to the Cincinnati Public Schools. Twenty-one teachers in four junior high schools developed interdisciplinary career education materials and taught selected activities from their manual Man: His Life and Work in the areas of American history, Ohio history, social science, and urban living. Behavioral objectives were coded with Bloom's taxonomy. A standard evaluation form was used in May, 1971, to compute the mean achievement level for each teacher, each activity, the topic categories, Bloom's taxonomy areas, and the school's income level.

The results of this report should be of interest to career planning developers, career education teachers, career education researchers, and curriculum development and evaluation specialists.

Clegg, Ambrose A., and Ochoa, Anna. Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation. Seattle: University of Washington, College of Education, 1970.

The major objective of this program was to build a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical experience. Administrative arrangements were made to allow the twenty trainee participants to take their professional courses on a pass-fail basis. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school: inner-city, urban, and suburban. Seventeen trainees completed the program successfully and were certified. Of these, twelve had obtained teaching positions as of June, 1970. Detailed recommendations for program improvement are given.

Educators involved in integrating educational theory and practice in successful performance-based programs for student teachers will find this document an invaluable aid.

Cohen, Audrey C. The Women's Talent Corps, Proposal. New York, New York: Women's Talent Corps.

Job shortages in community services and lack of training among the poor are the problems targeted by the Women's Talent Corps Program in New York City. Women are recruited from low-income communities and trained as assistants in schools, hospitals, and social agencies through formal classes and field experiences. They eventually function as contacts between professional community workers and low-income people. This information is of use to guidance counselors, curriculum developers, administrators, and those educators involved in work with paraprofessionals.

Combined Resource Papers from the National Conferences on Career Education--for Deans of Colleges of Education (Columbus, Ohio, April 24-26, 1972) and for Professors of Educational Administration (Columbus, Ohio, May 7-9, 1972). Washington, D. C.: Office of Education (DHEW), 1972.

This publication contains papers presented during two three-day conferences for 71 deans of colleges of education, 134 professors of educational administration, both of which focused on orienting selected educational leadership personnel to the implications of preparing educational personnel with a career education program focus. Presentations were (1) "Implications for Career Education of Research and Theory on Career Development" by S. H. Osipow; (2) "Nature and Characteristics of Emerging Career Education Curriculum" by Bruce Reinhart; (3) "The Emerging School-Based Comprehensive Career Education Model" by A. J. Miller; (4) "Personnel Development for Career Education" by L. J. Keller; (5) "Roles of Schools and Colleges of Education in Career Education" by K. Goldhammer; (6) "Problems in the Organization and Administration of Career Education Programs" by G. Smith; and (7) "Administrative Needs and Problems in the Installation of Career Education Programs" by W. Moore.

A Comprehensive Research Guide to Aid the Development of New Careers Programs in Human Service. Volumes I-IV. New York: New York University, Graduate School of Social Work.

This four-volume research guide to new careers programs, which was derived from personal interviews with approximately 100 respondents in individual and group sessions, is intended to serve a variety of uses, such as: (1) to encourage program planners and operators to utilize research as a means of contributing to problem solving; and (2) to stimulate and assist those researching various aspects of new careers programs. The contents, which reflect many of the major suggestions and needs expressed by those who are involved in some aspect of new careers programs, are organized in the following volumes: (1) assessing the impact of the new careers program, which proposes research studies that deal with considerations necessary for launching a new careers program; (2) the design and operation of new careers programs, which propose research studies that deal with ongoing operational problems of new careers programs; (3) assessing the impact of the new careers program, which proposes research studies to assess the success of the total program rather than the effectiveness of individual components; and (4) implications of the new careers program for the field of education, which cites areas where research efforts may be applied to planning and operation activities of new careers educational projects to suit the needs of those served.

Comprehensive Vocational Guidance Program for Model Cities. Interim Report. Indianapolis: Indianapolis Public Schools, 1972.

The purpose of this project was to develop a comprehensive vocational guidance program which would (1) expose students to a wide range of vocational experiences; (2) upgrade the self-image of disadvantaged students; (3) increase the vocational awareness of students, educators, and community members; and (4) provide students with employable skills prior to termination of their education. During the first year (1) counselors are working in elementary and junior high schools which never had the services of a counseling program; (2) students are able to see vocational opportunities first hand and observe people actually working; (3) parents more readily accept vocational education along with academic education; (4) students are more aware of vocational classes, are able to make wiser educational decisions, and are more aware of the need for at least a high school education; and (5) administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program. The activities leading to these accomplishments are discussed, and sample curriculum materials are appended.

The Continuation of the South Carolina Research Coordinating Unit of Vocational Education (November 1, 1971 - July 31, 1972) Progress Report. Columbia: South Carolina State Department of Education, Office of Vocational Education, 1972.

This progress report on the activities of the South Carolina Research Coordinating Unit of Vocational Education from November 1, 1971 through July 31, 1972 outlines its major accomplishments, detailing the results of vocational education surveys and presenting a career eduation plan and time schedules for the research projects in the extensive appendixes. Comprehensive school surveys of vocational education were conducted in seven districts, A microfilm career information system and curriculum guides in fourteen occupational areas were developed with research grants, and a federally funded pilot project for a comprehensive career education program will be implemented in 1972. Projects on adult vocational education improvement, job placement, and guidance counselor inservice training will continue, as will the development of an operational plan for the research coordinating unit. Two manpower reports by the State Employment Security Commission were disseminated and technical assistance was provided to local school districts.

Counseling and Guidance: a Call for Change. Washington, D.C.: National Advisory Council on Vocational Education, 1972.

Responding to the need for improved vocational counseling services, the National Advisory Council has made specific recommendations to the Secretary of Health, Education, and Welfare. Recommendations include (1) work experience for vocational counselors; (2) the infusion of individuals with rich backgrounds in business, industry, and labor into the counseling system; and (3) the requirement of an introductory course in career education for prospective counselors.

"Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades. Tallahassee, Fla.: Florida State Dept. of Education, Division of Vocational, Technical, and Adult Education, 1971.

An innovative approach to teaching elementary and secondary students about the world of work was developed under ESEA Title III funds in Atlanta using thirty-nine television programs. This program guide was adapted from the Atlanta program for use in Florida schools. Although it is built around the thirty-nine films most of the information will be useful to the teacher or curriculum writer in the present form. Each unit represents an occupational area, such as employment opportunities in hospitals, education, banking, or major industries, such as petroleum, textiles, or newspapers for each occupational area.

Specific jobs are defined according to duties, personal qualifications and training. Thus, for the unit covering education, the specific jobs of principal, teacher, teacher aide, custodian, cafeteria manager, secretary, counselor, librarian, library aid, maintenance mechanic, and statistician are outlined. Suggested supplementary activities, a glossary of related vocabularly terms as listed in each unit, and recommended references are included.

Crowley, Anne E., et al. A Longitudinal Study of Career Development of Health Professionals. Washington, D.C.: American Educational Research Association, 1972.

Because the demand for health services exceeds the supply, information concerning the aspirations, interests, and motivating factors which lead individuals to choose a health career and the obstacles in the path of health career development are of vital concern to counselors and guidance personnel. This paper reports the findings of three studies which utilized data from the Project Talent data bank to identify similarities and differences in personal traits of dentists, pharmacists, and physicians, specifically. The focus of the dentistry study was on the process of career development with attention to the stability of career choice, while the pharmacy study was concerned with time of career choice. The physician study considered the modifying effect that family-community environment and high school have upon final career choice. Findings, presented separately for each study, suggest certain considerations for career counselors and for admissions personnel. The first is the individual's self assessment and perceptions of occupations open to him. The second is the selection of applications by professional schools.

Cruickshank, Donald R. Simulation as an Instructional Alternative in Teacher Education. Washington, D.C.: National Center for Educational Communication, November, 1971.

This paper brings together and examines several of the better known developments in the field of simulation as an institutional alternative in teacher education. Six examples of simulation in preservice and in-service teacher education are described. Each description includes information on the purpose and form of the simulation, how to use it, its specific advantages and drawbacks, and whom to contact for further information. The six examples are (1) classroom simulator, (2) teaching problems laboratory, (3) project insite, (4) low-cost instructional simulation, (5) human relations, and (6) inner-city simulation laboratory. The booklet discusses the general advantages of simulation and the specific advantages of using it in conjunction with student teaching, as part of the college-based teacher education program, and in-service and graduate education. The report also outlines briefly several questions which should be considered in deciding whether or not to use a particular simulation.

This information in this document may be of interest to administrators and staff involved in the development of teacher education programs.

Crum, Dwight R., et al. Vocational Education for the 1970's; Conference Discussion Paper. Washington, D.C.: Office of Education (DHEW), Division of Vocational and Technical Education, 1971.

Vocational education in this decade must be conceptualized as life-long career development for every person who can profit from such a program. A framework for a career education system must be provided that will introduce the world of careers, provide exploration, guidance, counseling, provide specific skills, provide pre-technical and more technical education. and upgrade and retrain throughout adulthood. Objectives of vocational career development and the goals of vocational education are identified. Upon these, proposed elements of a career education model are stated. Some of these components are (1) career education will replace general education; (2) priority will be given to special target groups; (3) career education will begin in the elementary grades and continue through life; (4) job placement and followup will be a continuous school function; and (5) effective and continuous evaluation is required. To effect this system, the present vocational education delivery system must be modified.

This paper provides good general background information on the philosophy and goals of career education.

Cummins, James E., and Bender, Ralph E. Agricultural Technician Education in Ohio, 1970-71. A Research Report of a Graduate Study Research Series in Agricultural Education. Columbus: The Ohio State University, Department of Agricultural Education, 1972.

The purpose of this study was to identify the characteristics of students in twelve technical agriculture programs in Ohio and to determine the association between selected student characteristics, their success in the program, and their later vocational success. Data were gathered from school records of the twelve programs. Questionnaires were mailed to a sample of 420 first and second year students, 85 graduates, 58 dropouts, and 56 employers. Analysis of 562 usable responses revealed that (1) the typical first year enrollee was nineteen years of age, a high school graduate with a 104.4 intelligence quotient, who had achieved a 2.24 grade point average and ranked at the 46th percentile in high high school class; (2) over 60 percent of the students worked during technical school, and the majority worked in agricultural jobs; (3) after one year, 20 percent of those completing the programs were in the military services, and 62 percent of the others were employed as agricultural technicians, and (4) after one month, salaries averaged $550. The report concluded that technical agriculture programs in Ohio are generally adequate and are valued by graduates and employees. Numerous tables present the data.

Cunningham, J. H. "Ergometrics": A Systematic Approach to Some Educational Problems. Raleigh, N.C.: North Carolina State University, 1971.

"Ergometrics," as defined by Dr. Cunningham, is the differentiation of the set of attributes that distinguish one occupation from another. It is in essence, career education, for it attempts to identify the problems in occupational or career education, and suggests sound approaches for dealing with the problems faced by individuals who are seeking vocations that fit their particular life styles.

The study relates to occupational variables, job attributes, work activities, rating methods, and skill requirements. Theories and research relating to motivation, learning capabilities, factor analysis, and occupational data are utilized for systematically developing and applying ergometrics to career education. A real danger occurs when an individual is forced to chart his career on the basis of inadequate information.

This study seeks to impart knowledge in educating an individual to choose his career wisely and open doors that have been closed by inadequate knowledge about careers that could be potentially rewarding to an individual.

The information in the article may serve as a guide to career counselors and teachers.

Curriculum Development in Vocational Education (Organizational Phase). Final Report. Washington, D.C.: Council of the Great City Schools, 1971.

To develop a coordinated and systematized program of curricular design, a steering committee met with vocational directors of several large cities, conducted extensive literature reviews, visited several institutions involved in research and teaching activities, and made contacts with personnel in various Federal agencies. In the area of curriculum development, the most effective approach appears to be instructional content derived from explicit analysis of desired behavior after graduation, rather than from a selection of excerpts from a total body of knowledge. Each curriculum should be defined by what technology and industry need for job success. A proposed solution to problems encountered with the current method of curriculum development (teachers writing for personal classroom use) is based on the probability that a cooperative approach by several large school systems with effective research support and management assistance can gather the financial resources (Federal, state, local, and industrial) to accomplish the tasks. From this base, each school system would sponsor independent development in one or more specific job family areas which would be implemented, field tested, and nationally disseminated. In addition to effective management, the plan also includes in-service staff development and evaluation techniques.

Curriculum Guide for Agriculture. Salem, Oreg.: Oregon State Board of Education, Division of Community Colleges and Career Education, 1970.

Developed through a cooperative effort by industry and education, this curriculum guide outlines the basic knowledge and skills necessary for entry-level competencies in the broad field of agriculture, or for entrance into a post-high school program. This guide is one of several developed for Oregon's new approach to secondary education called "The Oregon Way," based on the assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. Following the occupational and instructional data and cluster curriculum suggestions, course outlines are provided for: (1) animal science; (2) soil science; (3) plant science; (4) agriculture mechanics; (5) leadership training and personal development; and (6) agriculture business management, plus a supplementary unit on agricultural occupations. Required knowledge and skills, behavioral objectives, and suggested learning activities are given for each unit. Recommendations for facilities and equipment, and evaluation criteria and procedures are appended.

Curriculum Guide for Food Service Occupations. Salem, Oreg.: Oregon State Board of Education, Division of Community Colleges and Career Education, 1970.

Developed by curriculum specialists assisted by an advisory committee, this curriculum guide outlines the basic skills and knowledge necessary for entry-level competencies in the broad field of food service occupations, or for entry into post-high school programs for advanced work. Designed for use in grades eleven and twelve, the guide is one of several developed for Oregon's new approach to secondary education called "The Oregon

Way," a program based on the assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. The food service occupations cluster curriculum is based on a survey of Oregon's present and projected needs and an analysis of job titles. Following the occupational and instructional data and curriculum suggestions, outlines are provided for eight units, each including objectives, subconcepts and content outlines, suggested learning activities, and evaluation and generalization suggestions. A list of job descriptions, equipment needs, a bibliography, and suggested teaching aids are appended.

<ins>A Curriculum Guide for Human Relations Education in Oklahoma Schools</ins>. Oklahoma City: Oklahoma Curriculum Improvement Commission, 1971.

Developed by a state committee on human relations for administrators, classroom teachers, special service personnel, parents, and community groups, this curriculum guide contains ideas and suggestions for implementing principles of human relations into the educational system. Major sections discuss (1) the American democratic society, (2) major areas of concern or conflict in human relations, (3) what "good human relations" means, and (4) improving human relations understanding in the school. The guide also contains nine resource units for different grade levels which cover such topics as understanding different cultures, developing self concepts, and reading; five inservice teacher training programs cover such topics as black music, desegregation, integration, and Indian education. Included with the resource units and inservice programs are concepts to be developed, behavioral objectives, learning activities, and educational resources. A self evaluation form for teachers and administrators is also included.

Curry, John F. and Brooks, Robert L. <ins>A Comparison of Two Methods of Teaching Life Career Planning to Junior High School Students. Final Report</ins>. Denton, Tex.: North Texas State University, 1971.

In an effort to find a better way to help students make educational and vocational decisions, this study compared two methods of teaching life career planning to junior high school students. Following the "nonequivalent control group" design, the study involved an experimental group being taught by means of the life career game and a control group being taught by a teacher-directed method using traditional materials. Pre-test and post-test measures of subject content, attitude, and critical thinking abilities were obtained using such instruments as a semantic differential, the life career inventory, and the Watson-Glaser critical thinking appraisal. Also, a retention test was administered twenty-three days after the post-test. Based on the analysis of data, major conclusions of the study included (1) the life career game is no more effective than traditional methods in assisting students to learn subject matter; (2) simulation is more effective than traditional methods in changing attitudes and for retention of subject matter; (3) neither method was effective in improving critical thinking ability.

This study should be of value to those interested in career education teaching methods, particularly in the areas of critical-thinking and decision-making skills.

Daerr, Joseph J. Individualized Vocational Guidance: A New Look, Final Report, Kansas City, Mo.: Missouri University, March, 1970.

The aim of this study was to determine the usefulness of discriminate analysis in classifying vocational and technical curricular groups of students. The study concluded that discriminate analysis can be valuable in grouping students with various aptitude and interest characteristics. These groupings can be used by the counselor to help the student predict the kinds of occupations he or she is likely to enter, thus aiding the student in selecting patterns of study.

The technique reported might be useful to counseling personnel in all levels of education and researchers.

Daugherty, Ronald, Comp., et al. Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

The three-day seminar was specifically designed to acquaint state leaders with those trends in occupational education having direct and indirect implications for the post-secondary level and to provide a forum for identification and discussion of problems. Thus, forty-nine participants met and responded to presentations of the following topics: (1) "Improved Communications in State Administration of Vocational Education," by S. V. Martorana; (2) "Communications with the State Department of Vocational Education and Community-Junior Colleges," by J. E. Snyder; (3) "Secondary Schools and Community-Junior Colleges Vocational Education Articulation," by F. D. Lillie; (4) "Occupational Education Program Articulation between the Community College and Baccalaureate Levels," by L. W. Bender; (5) "Articulation between the Proprietary School and Public Schools," by W. Gooddard; (6) "Career Education and the Community-Junior College," by R. Worthington; (7) "Career Education--an Educational Concept," by K. Goldhammer; (8) "School Based Comprehensive Career Education Model," by B. Reinhart; (9) "Comprehensive

Information System for Occupational Education." by P. V. Braden, (10) "Highway Safety," by R. Daugherty, and (11) "Occupational Information for Curriculum Design and Revision," by F. Pratzner and J. Joyner.

This report provides insight to leadership for career education in personnel development regarding important linkages needed among the many contributors to career preparation at high school and adult education levels.

Day, Robert S. Investigation of the Reaction of High School Students to a Curriculum Oriented Towards Oceanology. Final Report. Portsmouth, R.I.: Portsmouth School Dept., 1971.

The purpose of the project was to learn whether any measurable changes in student attitudes can be detected when the school curriculum is made more relevant to the school's physical environment. The scope of the study was to orient the curriculum in all academic departments towards oceanology, and then determine by subjective opinions of the faculty and by a pre- and post-information and attitudinal questionnaire whether there was any overall change in the school. The results were that (1) student interest in an oceanology section of the library was especially high; (2) the student questionnaire indicated no significant changes in attitudes; and (3) the academic department heads were divided as to whether they were willing to cooperate witn the project by altering their present curriculum. The project did create an interest in the Hurricane Island Outward Bound School. It is recommended that the concept of orienting a school curriculum to oceanology be validated in another secondary school located near the ocean.

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Kentucky: Moorehead State University, September, 1970.

The goals of this project are to determine the amount and type of training required by employers and to influence educational resources to provide this training. The project is a demonstration to show the value of a communication catalyst in the formation of a cooperative manpower development center, including a Technical Education Center, an Area Vocational Center, and Adult Education Centers. Phase 1, information gathering and dissemination, has been completed with some degree of success. The findings of Phase 1 and directions planned for Phase 2 are the contents of this report.

Descriptions of information-gathering procedures make this report appropriate for personnel involved in long range program planning.

Demonstration Programs of Vocational Education in South Carolina Region V, Interim Report and Attachments A-E. Lancaster, S.C.: South Carolina Region V Educational Services Center, 1971.

Developed as a multi-county effort, this project sought to design model career education programs involving (1) elementary orientation, (2) work experience, (3) intensive teaching, (4) curriculum development for underachievers, and (5) placement and follow-up. In addition to improving and evaluating vocational education at the eleventh and twelfth grade levels, the on-going project is developing an elementary vocational orientation program with the purpose of teaching "job family" occupational opportunities while the project is only in its first year of operation. Significant progress has been made to warrant the recommendation that all components be expanded and that funding be continued for the next two years. The six documents comprising this interim report provide an overview and evaluation of the project, the Vocational Interdisciplinary Program (VIP) for each of the four participating schools, and a teaching guide to the elementary career education program. The four VIP teaching guides outline instructional units and include teaching techniques for the laboratory experience, science, mathematics, and communications. It is hoped this project will contribute to the development of a career education program for kindergarten through twelve.

DePetro, Henry. "Operation Bridge" -- An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report. Greeley, Col.: Aims Community College, 1972.

Planned as a cooperative program between Aims College and a local school district, the exemplary program "Operational Bridge" will represent a comprehensive approach to the vocational needs of disadvantaged youths with a program aimed mainly toward Chicano youths from economically underprivileged families. Project features are to include (1) providing intensive vocational counseling based on the total family unit; (2) providing a broad occupational orientation for students kindergarten through twelve; (3) providing intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge; (4) developing a work experience program; and (5) providing job placement and followup. Results of the first year's operations include inservice training for teachers and the development and use of career exploration packages for grades kindergarten through six in the pilot school district. Major recommendations are (1) that a career skill center be implemented to give students the opportunity to explore vocational areas, (2) expansion of the program, and (3) increased utilization of advisory personnel.

This program seems to implement many of the elements of the school-based model in career education (k-12) sponsored by NIE (formerly USOE); it also includes in its plan a valuable link with the community college. This report and subsequent ones are valuable resources for those planning/implementing personnel development for career education at all levels--elementary, secondary, and adult education.

Developing and Operating a Vocational Center. St. Paul: Minnesota State Department of Education, Division of Vocational and Technical Education, 1971.

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for kindergarten through twelth grade students and adults in the community. Some considerations in planning a center are to (1) explore the interests of all neighboring schools; (2) appoint a full-time director one year before the center will offer programs; (3) survey the community and students; (4) form a governing board; (5) develop a plan for the first year; (6) select facilities; (7) seek staff; and (8) provide for staff to develop or adapt curricula before the program begins. Considerations in operating a center include (1) reviewing all procedures for developing a center; (2) evaluating the program annually; (4) planning for expansion; (5) planning for career development kindergarten through twelve; (6) working cooperatively with advisory committees; and (7) arranging for curriculum coordination between vocational center programs and nearby postsecondary programs. Information on funding and costs, program and goals, and legislative action is included.

Diamond, Daniel E., and Bedrosian, Hrach. Industry Hiring Requirements and the Employment of Disadvantaged Groups. New York: New York University, School of Commerce, 1970.

In an attempt to improve the economic well-being of the disadvantaged, this study investigated the possibility that excessive hiring requirements might be a major factor in unemployment of particular groups in the population. This was accomplished by surveying a random sample of employers in ten major entry and near-entry level occupations in the New York and St. Louis standard metropolitan statistical areas. Accuracy was assured by a fourteen-month pre-test evaluation of research design and materials, and the collected data were analyzed to compare variations in hiring requirements with measures of job performance. The study found that artificially high employment standards probably have hurt both the disadvantaged and the industry itself by creating manpower shortages. Better matching of skills and jobs could reduce turnover, relieve manpower shortages, and increase employment.

This document should be of value to manpower training directors and teachers of the disadvantaged.

Dietz, Thomas S. An Institute Program Designed to Train Vocational Education and Adademic Teachers for the Development of Performance Objectives. Willingboro, N.J.: Willingboro Public School District, 1971.

The institute was designed to implement a program of orientation for teachers that would enable them to develop individualized instruction within their home district. The method involves an instructional learning package which enables all the facets of self-motivation, self-direction, pacing, and self-evaluation to take place in an individualized manner in the classroom. The package could be validated through a specific task analysis on the part of the teacher.

Individual classroom teachers will be able to utilize the self-help aspects of this practical program.

Discussion Leader's Manual. Washington, D.C.: National Association of Elementary School Principals, 1970.

The purpose of discussion leader training exercises is to provide an interesting, realistic, and productive educational experience for school principals, students preparing to be school principals, and any other group of people interested in examining some of the most critical issues pertaining to schools in the 1970's. Issues such as in-service education, teacher militancy, delegation, separation of church and state, ability grouping, and academic freedom are common topics undertaken. It is vital for the discussion leader to be a discussion leader, and not a one-man show. Full participation by all educators in the group will not only make the session more interesting for them, but it will also make their participation more likely to be an effective learning experience. The discussion leader's role is to ask appropriate questions, encourage participation on the part of all members of the group, gently bring the group back to the topic when it strays, and when it seems advisable, supply information that will contribute to the group's thinking. This publication contains a series of agenda items, each accompanied by a few questions that might be useful to the leader in stimulating discussion. Educational discussion leaders should profit from reading this document.

Distributive Education - Instructional Materials (1972). Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

Over 150 resumes of instructional materials in health occupations education from AIM, Fall 1967 through Fall 1971, are in this compilation. Included are areas such as dentistry, dietetics, nursing, paramedical occupations, health personnel, and pharmacy.

The materials compiled in this document could be of value to personnel planning specific programs in health occupations education.

Doyle, Mildred E., et al. "A Look at Career Education in Tennessee," Tennessee State Department of Education.

This publication defines career education as a "comprehensive program which is focused on the factors essential to the career development of the individual." The six (6) aims of career education are (1) to help the individual become aware of himself and his potential; (2) to foster the development of a self concept which will allow him to take the necessary risks to realize that potential to its fullest; (3) to assist the student in acquiring attitudes and skills necessary for living in a rapidly changing technological society; (4) to expose him to a wide range of occupational information and experiences throughout the school years; (5) to help him become aware of the options open to him in choosing a career(s) which will permit him to live his life as a fulfilled human being; and (6) to assist him in preparing for the career of his choice or going on to further education or re-training.

Some of the concepts to be considered in the development of a career education program are positive images, compatibility, and decision-making skills and the ability to take responsibility for one's decisions.

The school system may take the following steps to provide an adequate program of education to meet the needs of all students until they are prepared to enter gainful employment as contributing members of society: (1) awareness, (2) exploration, (3) orientation, and (4) preparation.

Career education may be approached through a combination of (1) career corners, (2) classroom activities, arts areas, career learning centers, exploratory labs, guidance career orientation programs and job placement and follow-up.

Included in this publication are documents developed to aid administrators, supervisors, teachers, and other schools in setting up and developing a career education program.

Drier, Harry N., Jr. K-12 Guide for Integrating Career Development into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Co., 1972.

This resource guide, a result of two years work on the part of over 500 educators, a statewide two-week workshop in Wisconsin, and several committee meetings, has been field tested in ten pilot workshops for 290 participants in an effort to help Wisconsin schools promote the concept and programs of career education among the state's school administrators, supervisors, teachers, specialists, and students. Career development concepts, presented by the four levels, primary (k-3), elementary (4-6), junior high school (7-9), and senior high school (10-12) are detailed sequentially with a series of concepts for each matrix cell of the career education model. Directions for evaluating career development programs are given. Extensive lists of resources, arranged by concept and grade level, and lists of publishers in addition to a bibliography for professional reading and a glossary of terms are included.

This information should be a valuable guide for planners of in-service programs in career education.

Eaddy, K. M. An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Education Centers. Final Report. Tallahassee: Florida Vocational Programs Research Coordinating Units, 1971.

The project was designed to implement an exemplary model for a total approach to non-graded vocational programs in four separate centers in Florida. Specific objectives were to (1) improve student attitudes toward the environment, (2) improve academic achievement of students, (3) develop students' occupational skills, and (4) improve the methods, techniques, skills and attitudes of teachers. The resulting occupational orientation program at the elementary and secondary levels relied on work experience and cooperative education, extensive training in job entry skills, and intensive occupational guidance and counseling. An evaluation by an outside team revealed all major phases of the program to be successful.

The report has significance for personnel development, particularly in-service programs in career education.

Education 1972: a Report on Key Issues Shaping the School Year Ahead. Washington, D.C.: National School Public Relations Association, 1972.

The goal of "education 1972" is to pinpoint key issues shaping the school year ahead so that busy educators may have an authoritative and current report on what's new in education and so that the education profession may have a reliable source book for speech and news writers. Among the thirty-two different issues discussed in this first publication in the series are school finance, city-suburban school mergers, the year-round concept, student rights, school desegregation efforts, the federal aid system, career education, public attitudes toward schools, schools and the drug problem, performance contracting, paraprofessionals, and the results of several different studies which have implications for education.

Eisenbud, Robert E. Career Opportunities in the Field of Mental Retardation. Washington, D.C.: DHEW, Secretary's Committee on Mental Retardation, 1969.

High school and college students, vocational counselors, and technical-vocational education curriculum specialists should find this a practical handbook to occupations in the field of mental retardation. A sampling of the careers described include health services (nurse's aide, dental hygienist, physical therapist, nutritionist, etc.), education (special education, teacher aide, child development specialist, etc.), and social and rehabilitative services (recreational therapist, child care staff member, rehabilitation counselor, etc.). In addition, each career is desctibed, the educational and training requirements are outlined, and resource material is suggested.

Elam, Stanley. Performance-Based Teacher Education. What Is the State of the Art? Washington, D.C.: American Association of Colleges for Teacher Education, 1971.

This document clarifies the concepts of performance-based teacher education, examines their potential, and identifies problems and questions. Five essential elements are identified. They are (1) teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public; (2) assessment criteria are competency-based, specify mastery levels, and are made public; (3) assessment requires performance as prime evidence and takes student knowledge into account; (4) the student's rate of progress depends on demonstrated competency (5) the instructional program facilitates development and evaluation of specific competencies.

Those familiarizing themselves with the concepts and implications of performance-based teacher education should find this publication a comprehensive introduction to the field.

Elementary School Industrial Arts Interaction Technology for Children. A Positive Approach to Education for a Changing Society. Baton Rouge, La.: Louisiana State Department of Education, 1972.

Prepared by the vocational education division of a state department of education and compiled by industrial arts educators, this resource guide provides a conceptual basis for the elementary teacher using industrial arts as a means of introducing children to industrial processes and orienting them to the physical and material world. Included in the guide are manipulative activities and experiences that will help to broaden the child's knowledge about the interdependence of people and the world of work as it involves them and their families. Seven categories of elementary industrial arts programs are briefly outlined: limited and comprehensive classroom, laboratory, traveling teacher, mobile and central laboratory, and summer school enrichment programs. An example of a resource unit for primary level is given in detail including (1) purposes, (2) learning activities, (3) skills developed, and (4) resource materials. Included in the guide are (1) a list of safety rules for the teacher, (2) source of supplies, (3) an evaluation checklist, (4) suggestions for furniture, (5) an outline for organizing instructional plans, and (6) one for studying basic raw materials of industry.

This resource is of value to staff development personnel in career education for the preparation of elementary teachers in providing manual and psychomotor skills for children.

English, Joseph L. An Occupational Vocational Education Model for the State of Delaware. Interim Report (October 1, 1970 - September 30, 1971). Milford, Del.: Delaware State Board for Vocational Education, 1971.

The two main objectives of this project were (1) to create a meaningful cooperative effort between the Kent County Vocational Technical School District and the Milford School District for the purpose of expanding vocational education, and (2) to establish a system to serve as a model for future expansion of vocational education in Delaware. Procedures included defining the administrative continuity, formation of an advisory council, selection of the project staff, and organizing the project to coincide with existing administrative structure. After faculty and staff were oriented, programs were developed which included (1) technology for children in grades kindergarten through twelve, (2) career development laboratores in grade five through six, (3) expanded career development program for grades five through eight, and (4) diversified occupations program for grades nine through twelve. Results of the project include (1) a more positive attitude by teachers and administrators toward vocational education; (2) recognition of career education as the unifying thread from which education is woven; (3) expended staff and facilities for kindergarten through twelve career education programs; (4) realization by administrators, supervisors, counselors, teachers, parents, service organizations, business and industry personnel that career education is everyone's responsibility.

Evans, Rupert N., and Terry, David R., eds. Changing the Role of Vocational Teacher Education. Urbana, Ill.: University of Illinois, College of Education, 1971.

A four-day institute attended by twenty-one persons representing vocational education, general education, and state and federal government was held to review the state of the art in vocational teacher education. Discussion activities centered around state of the art papers, and this book contains these chapters based on revisions of the major papers: (1) "The Quality of Life in the Seventies and Implications for Vocational Teacher Education," by J. C. Willers; (2) "Assumptions Underlying Preservice Programs for Beginning-Level Vocational Teachers," by J. Moss, Jr.; (3) "Assumptions Underlying Inservice Vocational Teacher Education Programs," by A. D. Hill; (4) "Curriculum Developmental Needs," by E. J. Simpson and M. L. Ellis; (5) "Organizational Structure of Vocational Teacher Education," by R. E. Taylor and A. J. Miller; (6) "The Context of Vocational Teacher Education," by R. E. Taylor and A. J. Miller; (7) "The Need for Vocational Educational Personnel," by T. G. Foran and J. J. Kaufman; (8) "Critique of Manpower Projections for Instructional Staff in Vocational Education," by G. G. Somers; and (9) "Evaluation of Vocational Teacher Education," by D. Sjogren

Fairbank, Jane D., and Bell, Susan G., eds. Second Careers for Women: a View from the San Francisco Peninsula. Stanford, Calif.: Second Careers for Women, 1971.

Educators involved in continuing education for women should find this material enlightening. The keynote address of The Second Careers for Women Conference, "A Decade of Innovation," is reproduced. Summaries of the fifteen workshop activities are also provided. Although the situation for adult women seeking employment and education opportunities in the San Francisco area is the focus of the report, the concepts involved apply nationwide. Opportunities in many fields such as library service law and politics, paramedical services, business and finance and others are presented.

Farmer, James A., Jr., et al. Leadership Development in Evaluation for an Age of Accountability. Los Angeles: California University, Division of Vocational Education, 1971.

The Western Region Amids Evaluation Team examined a variety of approaches to leadership development which would make it possible for adult, business, technical and vocational educators to become knowledgeable in evaluation. The following three intents were specified for the leadership development project: (1) to provide participants with an introductory program in evaluative theory and methodology; (2) to develop basic evaluative skills concerning techniques for evaluation of ongoing programs in adult, business, technical and vocational education; (3) to provide participants with sufficient reference materials and direction to enable them to undertake subsequent, individual study activities in the area of evaluation. A one-day workshop was planned for twenty-one participants. An inductive-deductive learning approach was selected for both the workshop and the individual study phase of this leadership development activity. During the first hour of the workshop, a "Case Model" was distributed. The afternoon activities started with a team-teaching session dealing with the concepts of performance standards and standards of excellence. The last hour of the workshop was devoted to a presentation of evaluation techniques and methodology appropriate to adult, business, technical and vocational education. In general, the participants were very positive in their reactions to the workshop.

This document may be of value to educators who are involved in organizing and conducting in-service programs in career education.

Feasibility Study of Career Ladder Curriculum and Guidance Counseling. Sacramento, Calif.: California State Advisory Council on Vocational Education and Technical Training, 1971.

Discussions with council members, a review of relevant documents, contacts with legislative personnel, and interviews with vocational personnel in the California State Department of Education were the sources of information used to determine the feasibiliy of a "career ladder" curriculum. It was concluded that the career preparation of all people must be developed on a broad basis; that vocational education must be introduced at the kindergarten level; and that the career ladder concept may be the most desirable curriculum to achieve these results. Recommendations are that steps be taken to implement this program and to provide funds and a plan for the training of counselors to meet the needs of this program.

Fibel, Lewis R. Review and Synthesis of Literature on Occupational Preparation in the Community College. Washington, D.C.: U.S. Government Printing Office, 1972.

Since the end of World War II the public community college has grown in significance, and it is now the most rapidly multiplying educational institution in the country. This review of literature examines the role of these community colleges in occupational education in terms of methods of operation and extent of offering. Occupational preparation at the secondary school level is insufficient, which puts a heavier responsibility on the community college. One problem in fulfilling this responsibility is the financial limitations of the two-year colleges in setting up proper facilities and equipment. Literature on entrance requirements and the characteristics of students, curriculum, administration, and methods of instruction are all discussed in this report, which should be of interest to community college administrators, curriculum planners, and educators. The author includes his recommendations for needed additional research and an extensive bibligraphy.

Figurski, Arthur J. Industrial Arts and Environmental Education. A Resource Guide. Oswego, N.Y.: State University of New York, Department of Industrial Arts and Technology, 1971.

Prepared as a result of the author's concern for the role of industrial arts, and in conjunction with the Oswego Industrial Arts Technology Staff Development Program, this resource guide should help the industrial arts teacher integrate environmental education concepts into existing curriculum. It seeks to increase the teacher's awareness of some of the industrial and technological aspects of environmental problems, practices, and policies. The role of the industrial arts teacher is seen as an educational manager, directing and cultivating the perceptions of students toward environmental topics. Major sections of the guide are (1) introduction, (2) perspective on pollution, (3) the role of industry, (4) the role of government, (5) direction: industrial arts and environmental education, and (6) resources. Included as appendixes are (1) an environmental glossary, (2) the National Association of Manufacturers Environmental Quality Committee, (3) additional companies with environmental answers, and (4) a selected reading list.

A First Step toward Career Education. A Project to Identify, Compile, Catalogue, Analyze and Assess Past and Present Career Education Efforts to Support Comprehensive Career Education Model I Objectives. Volume I and Volume II--Appendices. Scottsdale, Ariz.: Palo Alto Educational Systems, Inc., 1972.

This project was undertaken to identify, collect, classify, and assess career education treatment units that have proved effective or can be readily field tested. A nationwide field survey of various educational sources was made to identify a broad spectrum of career education treatment units. Follow-up and site visits were made to collect identified units. A high level of interest in career education was found in public schools and state departments of education throughout the nation. Many of the development efforts in progress are aimed at grades kindergarten through six grade. The report summarizes the treatment units which were assessed, including: (1) developing organization, (2) title, (3) grade level, (4) usefulness in local education agency installations, (5) career education element, (6) occupational cluster, (7) method of presentation, and (8) overall evaluation. An accompanying second volume of sixteen appendices provides data on the search contacts made, processing techniques used, and information on additional materials, sources, and related organizational efforts.

This search is a valuable collection/inventory of curriculum materials which provide implications for personnel preparation programs in career education.

Flug, Eugene, R. F., and Nelson, Orville. The Establishment of American Industry as a Transitional Subject between General and Vocational Education and Appendixes. Final Report. Menomonie, Wis.: Stout State University, 1971.

The American industry project represents one attempt to resolve the problem of providing career orientation for young people in a way which would (1) avoid premature tracking; (2) help youth to identify the numerous career options open to them; (3) furnish base knowledges and coping strategies which help youth to adapt to change; and (4) establish a delivery system for teachers of the new program.

Part 1 of this final report offers a narrative overview of the total project, addressing itself specifically to the achievement of the objectives of the project as stated in the original proposal, while Part 2 presents an analysis of the data collected and a description of the evaluation process used in developing and testing the curriculum materials. The project developed a conceptual structure of the knowledges used in industry, and three secondary courses based on this structure were designed.

Analysis of the data collected from the project's achievement test revealed that approximately 40 percent of the students taught by instructors who followed the instructor's guide or used its objectives and content to at least a moderate degree achieved significantly higher scores than students in the control group. These and other results are discussed, and several project materials are included in the separate appendix section.

For Those Developing World of Work Resource Units for Elementary School Teachers. DeKalb, Ill.: Northern Illinois University.

This package of practical ideas collected by the Authentic Basic Life-Centered Education (ABLE) model program should be useful for teachers and administrators who are revising curriculums and writing curriculum guides for the elementary and intermediate level. Suggested units are based on an "organizing center concept," such as banking, baking, and the telephone business, and divided into groupings of (1) resources (accessibility)--what tools, materials, and human talent can be used to make a unit accessible to the child; (2) content (mobility)--how can the subject material pull together new relationships from past studies, or enable children to encounter the fundamental activities of the community, their religion, their culture; and (3) performance (accomplishment)--how can the child express himself, use different resources, and show others what he has learned. Materials have been tested, evaluated, and revised in a variety of classroom settings. Other materials provide information on (1) interviewing, (2) field trips, (3) staff development activities, (4) career lattices, and (5) suggested classroom activities for occupational exploration. Objectives are clearly stated and activities stress use of all resources, such as role-playing, field trips, and community resources.

This resource is valuable for use in preparation programs in career education for elementary classroom teachers.

Garbin, A. P., and Vaughn, D. Community-Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions. Final Report. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1971.

This is the first of four planned publications based on the results of a national survey concerned with furthering understanding of enrollees in junior college occupational programs. The primary sources of data were approximately 5,000 students in vocational technical programs at sixty different public, community-junior colleges. Questionnaire data were gathered on students' personal and background characteristics, experiences, and perceptions. Where possible and meaningful, the findings were compared with those reported on other groups of students. In addition to contributing to the limited data pool on junior college vocational students, the study offers recommendations pertaining to the following areas: (1) increasing the extent to which post-secondary occupational education will have broader societal exposure, a more positive evaluation, and greater student accessibility; (2) the vital role played by guidance and counseling personnel; (3) the danger of applying stereotypical definitions to vocational students; (4) need for broader training programs; and (5) directions for future research.

Gartner, Alan. Course Outlines for a Two-Year Teacher Aide Program. New York: New York University New Careers Development Center, 1972.

The curriculum presented in this report is experienced-based and is designed to provide the teacher aide trainee with an understanding of the paraprofessional's role in the school, the relationship between school and community, the nature of the teaching profession, the various teaching methods employed, and the subject matter taught at different grade levels.

Courses included are School and Community, Communication Skills, Child Development, Mathematics Skills, Tests and Measurements and others. Each course section includes its aims and objectives, a content outline, suggestions for teaching methods and a list of readings. Curriculum specialists, technical and vocational school administrators, and job training directors should benefit from a reading of this article.

Gies, Frederick John, and Leonard, B. Charles. Educational Practice and the Training of Teachers of the Disadvantaged: a Final Report--Part VI. Columbia, Mo.: Missouri University, College of Education, 1971.

A program to improve the education of disadvantaged youth through better training of teacher trainers and teachers is being initiated at the University of Missouri (Columbia). The program consists of four operations: (1) research and development, (2) activation, (3) dissemination, and (4) application and evaluation. Not only is the training of a broad spectrum of personnel involved,but the production of a comprehensive training system complete with software is also included. An edited transcript of an educational practitioners consortium, held as part of the training program, is presented. A bibliography and abstracts of selected literature in the field of education are given. Information, observation, and recommendations are given of the following major beliefs or ideas derived from the abstracts: teacher training and inservice education; philosophy and goals of education; school classroom climate and organization; school policies and administration; characteristics of the disadvantaged child; compensatory education; and methods and content of instruction.

Teacher educators and instructors involved in compensatory education should find this article of interest.

____________. Educational Theory and Research and the Training of Teachers of the Disadvantaged: a Final Report--Part VII. Columbia, Mo.: a Missouri University, College of Education, 1971.

As part of a program to develop and implement a program for training teachers and teacher trainers of the underprivileged, five educators participated in an educational researchers' consortium. An edited version of the educators' remarks and observations is presented. A bibliography and abstracts of literature in the field of education are given. The abstracts are categorized under the following topics: attitudes of parents; environmental and cultural effects; the disadvantaged students; teaching language; motivation; achievement; aspiration; studies of the students; compensatory education; inservice education and teacher training programs; and miscellaneous.

Teacher educators and teachers of the disadvantaged will find this document helpful in improving instructional programs.

Goodson, William Dale. A Study to Determine Which Approach to Large Vocational Guidance Groups Is Most Effective in Aiding the Educational Choice and Vocational Development of College Students. Washington, D.C.: American Personnel and Guidance Association, 1970.

The paper deals with the question of whether counselors can work with a large group of students and effectively aid them with their vocational development and, if so, what approach would produce the best results. Undecided students at Brigham Young University were selected to attend College Orientation 96, a course designed to help them choose their major. Three experimental groups received educational-occupational information and/or self-analysis information under different conditions. A control group took the vocational course during the second half of the semester. All were tested at the beginning and end of the treatment period with (1) a self-report instrument, indicating their level of development toward a college major choice; (2) CRITE's vocational development inventory attitude scale; and (3) the Harren Q-Sort which placed students at one of four stages of development toward an occupational choice. Results and considerations for further research are extensively discussed. It was concluded that counselors can be effective in speeding up the vocational development of undecided college students by the use of large guidance groups.

Grambs, Jean D., et. al. Paraprofessionals and Teacher Aides: an Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970.

The 167 citations included in this annotated bibliography on the training of paraprofessionals and teacher aides are presented under the following headings: (1) general training (71 entries); (2) training aides for specialized roles--preschool and elementary programs, home visits; aides for disadvantaged, adult education, special curriculum and media aides, and volunteers (36 entries); (3) training specific persons as aides--the disadvantaged and the teenager (37 entries); (4) career development programs (12 entries); (5) junior college training programs (8 entries); (6) bibliographies on training aides (3 entries). In addition to a descriptive annotation, each citation includes information as to the price and availability of the document (whether it is available from the ERIC Document Reproduction Service--hardcopy and/or microfiche--or from another source).

Granger, Kolene M. Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Student Workbook. Salt Lake City: Utah State Board of Education, 1972.

This tentative student workbook provides occupational guidance for students in grades seven, eight, and nine by means of nine units focusing on self appraisal, general educational and vocational awareness, and specific career and school planning. A wide variety of worksheets includes reading materials, tests, vocabulary lists, games, check lists, and resource materials. This manual, written by a teacher with the aid of a guidance specialists, is correlated with a curriculum guide.

__________________. Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Teacher Supplement. Salt Lake City: Utah State Board of Education, 1972.

This tentative curriculum guide for nine-week occupational guidance classes in grades six, eight, and nine will provide counselors and teachers with lesson plans and resource materials in career education. Directions for use of the guide precede the nine units, which focus on self appraisal, general educational and vocational awareness, and specific career and school planning. For each developmental unit and lesson plan, unit and lesson objectives, prerequisites, materials lists, and learning activities are presented. The extensive appendices include resource materials, guidance objectives, vocational development theories, an annotated booklist, and occupational information. This guide is correlated with a student workbook.

A Guide for Occupational Orientation--"The World of Work." Grades 5-7. Austin, Tex.: Texas Education Agency, 1971.

Prepared by staff and consultant coordinators of a pilot project from the contributions of twenty-seven elementary and junior high school teachers, this curriculum guide is designed to orient students in grades five through seven to the world of work by stimulating interest in planning a career or vocation. The materials are divided by grade level into two sections, with grades five through six concentrating on career awareness through the exploration of twenty-six different occupations and grade seven concentrating on such career development topics as self awareness, educational awareness, employment-seeking skills, and other types of occupational information. The following instructional components are provided for each occupation and career development topic: (1) general and behavioral objectives; (2) learning experiences, which consist of such activities as sutdent skits in which students role play workers, individual activities, and group discussions stimulated by resource persons, films, or other instructional aids; and (3) a listing of instructional materials and resources. A bibliography of films, filmstrips, resource persons, field trips, magazines, and books is included.

A Guide for Teachers of a Course in Career Exploration, Grades 8-9-10. Stillwater, Okla.: Oklahoma Vocational Research Coordinating Unit, 1970 .

Developed by counselors and teachers in a workshop setting, this teaching guide should be of value in planning and implementing a course in career education. Designed for use in grades eight, nine, and ten, the guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. Each unit includes stated objectives, suggested activities, evaluation techniques, and sources of recommended instructional materials. Arranged in four-column format, the guide also includes check lists, illustrations, sample forms, and a publisher index.

Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips, and Printed Materials. Washington, D.C.: National Vocational Guidance Association, 1971.

Prepared by several committees of the National Vocational Guidance Association after consultation with producers and users of career information media, this publication contains guidelines for the preparation and evaluation of career information media, including printed materials, films, and filmstrips. Although intended primarily for those engaged in the production of career information media, the guidelines can assist guidance personnel and others in the selection and use of such media. Guidelines with respect to the content, style and format, and user's guide are provided for films, filmstrips, and literature dealing with individual occupations, occupational fields, and industry occupations.

Gysbers, Norman D., *et al.* *Career Guidance Practices and Perspectives*. Worthington, Ohio, June, 1973.

The traditional view of counseling for a single occupational choice, made at one point in a person's life, has been encompassed by a broader concept of guidance for career decision-making extending throughout a life span and taking into account all dimensions of the individual's life style. This compilation of articles from professional journals and papers reviews the beginnings of vocational guidance, surveys the varied approached and theories practiced today, and looks at career development trends for the future. The editors provide continuity in their introductions to the three major sections: Past, Present, and Future. It is evident that emphasis is being placed on continuing guidance, beginnining in the early grades and continuing into adulthood, and on the integration of career development activities into the total school curriculum.

The document may be of interest to educators desiring comprehensive coverage of the history and future of career guidance.

Hall, Jeanette. *Pilot "C" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report*. Chicago: YMCA of Metropolitan Chicago, 1970.

Twenty to twenty-five participants of Pilot C of Phase 2 of the Social Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services were selected to attend an eight-week seminar at Central YMCA College, Chicago. The seminar stressed interdisciplinary approach to introductory college-level work and provided three hours credit each (total of twelve hours credit) for communications (English 101), introduction to psychology (Psychology 201), group process (Philosophy 101), and techniques of organization and decision making (Psychology 150). Evaluation was accomplished by three questionnaires administered to the participants, and evaluative comments by staff and students are included in the report. An interpretive analysis section compares the YMCA's former and present employee classification plan to that of the human services career ladder developed by career options.

Hamilton, Jack A., et al. Measuring the Outcomes of an Individualized Career Guidance System. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1972.

The primary object of this study is to help students, through a guidance system focused on individualized education, make wise choices about their futures. The term "career" should not be limited to educational and occupational concepts but to goals as they relate to all facets of one's life. A good guidance system must include assistance planning in occupational, technical, educational, personal, social, and leisure time activities.

Students are taught, individually, to master desired skills that will be relevant to their present and future life styles.

Personnel in guidance and counseling may be especially interested in this study.

Hansen, Lorraine Sundal, et al. Career Guidance Practices in School and Community. Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970.

This monograph is designed to determine what is being done in the nation's schools in the area of career guidance. From a survey of state departments of education, professional journals, research reports, colleges and universities, conference reports, vocational guidance specialists, and individual school systems, an attempt has been made to select proven programs and techniques related to the school curriculum. The monograph is organized into six chapters. Chapter 1 summarizes principles and trends of career development. Chapter 2 describes current practices and programs. Chapter 3 presents school community projects. Chapter 4 discusses computer oriented systems. Chapter 5 concerns guidance and vocational education and examples of programs. Chapter 6 presents issues and challenges for the future. Included are chapter summaries, supplementary references and a subject index.

Health Occupations Education--Instructional Materials. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This compilation presents over 150 resumes of instructional materials in health occupations education which have appeared quarterly in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), fall 1967 through fall 1971. Resumés cover a broad range of fields and occupations, such as dentistry, dietetics, nursing, paramedical occupations, health personnel, and pharmacy. The resumés are arranged in ascending order according to an accession number and include the following information: (1) author(s); (2) title; (3) institutional source; (4) sponsoring agency; (5) grant, contract, and program area numbers; (6) report and bureau numbers; (7) available sources; (8) descriptors and identifiers which characterize the contents of the document; and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resumé and ordering information for AIM and EDRS reproduction are provided in an introductory section.

Henderson, George, ed. America's Other Children: Public Schools Outside Suburbia. Norman, Okla.: University of Oklahoma Press, Publishing Division, 1971.

Geared particularly for students who will never teach in an urban community, as well as for those who will teach in the urban schools affected by the influx of migrants from rural areas, the document described the effects of urbanization on rural communities and their institutions, especially the family and the school. Among the rural minorities discussed in the fifty articles in the document are Mexican American, poor white, American Indian, and poor Negro children of migrant farm workers. Since teachers of these youth are said to have a major effect upon their success or failure, it is pointed out that they cannot overlook student backgrounds, needs, and problems because these factors affect student ability to profit from school experiences. It is believed that teachers who are insensitive to these factors can weaken a child's confidence, increase his frustration, and make his school adjustment difficult. The table of contents carries the following major headings: (1) the rural poor, (2) the educational challenge, (3) quality education is people, (4) strategies and innovations, (5) racial integration in the public schools, and (6) if we fail.

This document should be helpful in the professional development of the teachers of inner-city and disadvantaged youngsters.

Herr, Edwin L. *Review and Synthesis of Foundations for Career Education*. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This a comprehensive study of the philosophical and historical foundations of career education. Dr. Herr traces the philosophical bases for career education from Franklin to Maley, emphasizing that the philosophical constructs of present-day career education have been advocated at virtually every stage in the development of American educational philosophy.

Of particular note is the interrelationship of current social thought (Riesman's *The Lonely Crowd*, Toffler's *Future Shock*, etc.) with career education development. In addition, the history of legislative funding for vocational development programs is traced and is viewed as an outgrowth of societal concerns. Current assumptions and objectives in ongoing career education programs in American schools and communities are described. A final chapter deals with the theoretical bases on which career education has its foundations.

Herr acknowledges that his paper has not been directed towards the empirical testing of his primary themes; rather, his focus is on the implications for future research which this comprehensive study of career education suggests.

This paper should appeal to a broad audience, namely, students of educational philosophy investigating the foundations of career education, curriculum specialists concerned with the development of career education programs, and educators charged with the implementation of these ideas at all stages of the educational process.

Heyer, Anna L., *et al*. *Jobs in Instructional Media Study. Final Report*. Washington, D.C.: National Education Association, Educational Technology Division, 1971.

This is an exhaustive study on the state of instructional media occupations. Over 2,000 job tasks were organized to analyze what the worker does and what gets done. The resulting data bank should be of interest to vocational counselors and curriculum design specialists in the instructional media field.

A listing of program offerings in media technician training at many junior colleges is provided. Much of the report is highly technical in nature, but its thorough organization and clear tables and definitions make good source materials for instructional media specialists.

High Priority Education Project. *A Report on the Activities and Accomplishments of the High Priority Education Project to the Florida Legislature*. Tallahassee: State University System of Florida, 1971.

This report is an evaluation of the success of the High Priority Educational Projects Fund--a series of 1970 legislative acts designed to strengthen vocational education in Florida. The discussion of the project's five phases refers to the objectives, procedures, and outcomes of each. The five major phases of the study were (1) data collection to assess the status of current, planned and needed vocational education and guidance offerings; (2) university funding for proposed solutions to problems in high need areas; (3) the Vocational Reorientation Model to identify components affecting the public Education System; (4) a policy statement; and (5) a funding needs analysis. Legislators, state career education development specialists and program analysts should benefit from a reading of this comprehensive report.

High, Sidney C., Jr., and Hall, Linda. *Bibliography on Career Education. Working Paper*. Washington, D.C.: DHEW, Office of Education, Bureau of Adult, Vocational, and Technical Education, 1972.

This bibliography will prove useful to persons interested in familiarizing themselves with the career education concept and in applying their knowledge to developing career education programs.

The bibliography is organized into four sections. Section 1, "Selected References on Career education," is a compilation of theories and concepts. Section 2, "Journal Articles," addresses itself to periodicals concentrating on the career education concept and its components. "Background References Related to Career Education" and "Continuing Sources of Information" comprise Sections 3 and 4. Instructions for ordering ERIC documents are also included.

Hills, Joan, ed. *Engineering and Scientific Training Schemes, including Industrial Awards for Degree Courses for Those Leaving School in 1972 and 1973*. London, Eng.: Public Schools Appointments Bureau, 1971.

This revised edition of a 1955 publication is designed to help those who have chosen careers in engineering or science, and in particular those who wish to pursue their technical training in some association with industry on leaving school. The introduction discusses changes in this edition; trends in sandwich training; industrial awards; how to qualify as an engineer (university entrance, CNAA degrees, HND, the CEI examination, and technicians); and application to firms. Section 1, "Students in Engineering and Science," lists firms in alphabetical order showing the products, the subjects in which they offer training, age limits, pattern of training, and availability of sponsorship at colleges. Section 2, "Group Apprenticeships," discusses the engineering industries group apprenticeship and the Scottish electrical training scheme. Section 3, "Industrial Awards for Degree Courses," includes firms and other organizations offering full support (maintenance and fees, or salary) for students at university or polytechnic. Section 4, "Training with the Armed Forces," presents engineering and science training schemes in the army, the Royal Navy, and the Royal Air Force. In Section 5, "The Professional Institutions," the council of engineering institutions, its constituent professional bodies, and the other main professional institutions in engineering and science fields are discussed. An index, bibliography, and glossary are provided.

Hoeltzel, Kenneth E., *et al*. *Papers Presented at the Workshop on the Development of Guidelines for Planning Career Development Programs K-12 in Ohio*. Columbus, Ohio: Ohio State Dept. of Education, 1971.

The purpose of this workshop, held June 8, 1971, was to develop guidelines for planning career development programs for grades kindergarten through twelve. Seven persons from various universities throughout the United States presented papers. The presenters, their positions, and their topics were (1) Kenneth E. Hoeltzel, Assistant Professor of Education at State University of New York, "Change and Introduction of Career Development Innovations in the School"; (2) Kenneth B. Hoyt, Professor of Education at the University of Maryland, "The World of Work: a Component in Career Development Programs"; (3) Lorraine S. Hansen of the University of Minnesota, "Identifying, Organizing, and Using Resources in a Career Development Program"; (4) George E. Leonard, Project Director at Wayne State University, "Career Guidance for Inner-City Youth in Action: the Developmental Career Guidance Project"; (5) Harry N. Drier, Guidance Consultant for Wisconsin Public Schools, "Implementing Career Development Programs in Senior High Schools"; (6) Juliet V. Miller, University of Michigan, "Career Guidance Methods"; and (7) Robert L. Darcy, Colorado State University, "Introduction to the Economics Component."

Hoffman, Hy, and Pazano, Jules. *A New Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant Education*. Washington, D.C.: Adult Education Association of U.S.A., 1971.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training program and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in new careers, and in migrant education. Appendix A, An Annotated Bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U.S. as well as other countries.

Holland, John L., et al. A Guide to the Self-Directed Career Program: a Practical and Inexpensive Vocational Guidance System. Baltimore: John Hopkins University, Center for the Study of Social Organization of Schools, 1972.

This report presents the self-directed career program, an inexpensive program designed to provide vocational guidance to all high school students, college students, and adults who desire it. The report discusses the need for such a program, the costs involved, the materials required, and how to use them. Appendix A provides some of the basic and supplementary materials, plus source information for other materials. Appendix B provides suggestions for evaluation techniques that counselors can apply to evaluate the success of the program.

Holstein, Herbert B. Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. Hamlin, W.Va.: Lincoln County Schools, 1971.

Covering a year's activities, this interim report describes a comprehensive program of vocational education in a rural, economically depressed area. Specific features of the program include the introduction of (1) career awareness in grades one through six; (2) career orientation activities in grades seven through eight; (3) career exploration in grades nine through ten; (4) intensified occupational guidance, counseling, and job placement activities; and (5) intensified skill development activities for students terminating their formal education. Project results include

(1) the formation of an advisory committee; (2) new vocational facilities; (3) development of annotated bibliography of locally produced materials; (4) implementation of career awareness techniques; (6) development of occupational knowledge tests, and (7) development of career education models. The project evaluation indicated that some teachers are having problems correlating existing disciplines with occupational study. This led to the recommendation that teachers use career education materials to supplement existing texts.

____________________. *Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume III. Elementary School Project for Levels One-Six and Middle School Project for Levels Seven and Eight*. Hamlin, W. Va.: Lincoln County Schools, 1971.

Prepared for an exemplary project in vocational education, this seven-part interim report provides instructional materials useful in career awareness and career orientation programs. Designed specifically for grades one through eight, each part of the multiple volume report includes (1) general objectives, (2) behavioral objectives, (3) teaching strategies, (4) evaluation techniques, (5) field trip information and (6) a resource bibliography. Also, teaching units for grades one through six were developed to assist the teacher in selecting classroom activities for the learning period. These units cover such topics as (1) wonderful world of work, (2) our parents in the world of work, (3) clothes of today, (4) within our community, (5) opportunities in our state, (6) crafts of Appalachia, (7) careers in music, and (8) communicating through letters. For grades seven and eight occupational clusters were identified which include (1) manufacturing, (2) construction industry, (3) service, (4) transportation, and (5) business and related occupations.

____________________. *Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activites. Interim Report, Volume IV. Resource Bibliography in Career Education*. Hamlin, W.Va.: Lincoln County Schools, 1971.

Developed as part of an exemplary project for a rural economically-depressed area, this resource guide identifies locally produced curriculum and instructional materials. Items found in the annotated guide include: (1) teaching units for levels one through six, (2) occupational awareness tests, (3) questionnaires, and (4) inservice training methods and materials. In addition to the annotation, each listing includes the grade level for which it was designed and the extent to which the materials have been tested, refined, and validated in actual classroom use. The guide cites an evaluation study of this exemplary project in career education. It is hoped that other educators who are engaged in planning and implementing career education programs will benefit from this resource guide.

Holstein, Herbert B. et al. Career Education; A Curriculum Model and Strategies for Implementation. Hamlin, W.Va.: Lincoln County Schools, 1971.

Described in this publication is a comprehensive career education program which begins in grade one and continues through grade twelve. Specifically developed for a rural, economically depressed area, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work. The four segments of the curriculum described in this report are (1) career awareness--grades one through six, (2) career orientation--grades seven and eight, (3) career exploration--grades nine and ten, and (4) career preparation--grades eleven and twelve. Also discussed in various sections of the document are (1) correlation of academic subjects and use of experience based methodology, (2) strategies for change, (3) evaluation plans, and (4) initial impressions. Data indicate that this career education project is a significant breakthrough in efforts to humanize, individualize, and make more relevant the educational process.

Home Economics Education--Instructional Materials. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This compilation presents over 300 resumes of instructional materials in home economics education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), fall 1967 through fall 1971. Resumés cover a wide range of fields and occupations, such as child care occupations, consumer education, home management, interior design, and homemaking education. The resumés are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resumé and ordering information for AIM and EDRS reproduction are provided in an introductory section.

Hoppock, Robert. The Use and Misuse of Occupational Information. New York: New York University, 1970.

Guidance counselors will be enlightened after reading Hoppock's paper. His major criticisms are hurled at The Occupational Outlook Handbook and its misuse by vocational counselors. He feels that much of the materials is outdated and guidance counselors need to reach and interpret it. They are often too eager to pass it out before they have thoroughly digested its contents. Positive suggestions include using alumni and students for current job information, making an annual follow-up study of dropouts and graduates to evaluate the guidance program, and arranging plant tours where alumni work. Hoppock includes an outline of a minimum program of occupational information for a high school or college.

Houpt, Gary L., comp. Strategies for Teaching English in Career Education. Final Report. Dover, Del.: Delaware State Department of Public Instruction, 1971.

A careers English workshop conducted at Delaware State College during June 1971, was devoted to documenting the seventeen teaching strategies included in this publication. This document was designed as a guide for English instructors who teach in a career education program in the secondary schools throughout Delaware. The strategies reflect a more relevant and meaningful concern for improving communication skills and content than the traditional English language-arts approach. Each strategy is made up of goals, instructional objectives, content, activities, evaluation, and a bibliography. An annotated bibliography is appended.

Howard, Bill. Drop-Outs: Prevention and Rehabilitation. Schools Rescue Potential Failures. Washington, D.C.: National School Public Relations Report, 1972.

This report deals with methods to prevent the high drop-out rates in our nation's schools. New and innovative approaches are designed, namely, (1) early detection of sluggish habits and an attempt to rectify these traits can be an invaluable source of drop-out prevention; (2) continuing education--education beyond the actual classroom setting; (3) student motivation projects that eliminate unproductive instructional programs;

(4) work study projects that teach students usable skills while they are being paid to produce; (5) expanding adult education programs to include those who have already dropped out and encourage them to return to the classroom in an area that may suit his/her particular interest and desires; and (6) schooling for teenaged mothers, the major cause of dropouts among youths.

Hoyt, Kenneth B., et al. Career Education. What It Is and How to Do It. Salt Lake City: Olympus Publishing Co., 1972.

This monograph was begun in the process of preparing "Career Education: a Handbook for Implementation" to accompany a film and slide-tape presentation as the basis for a national series of U. S. Office of Education-sponsored conferences to introduce the career education concept to lay audiences. However, due to its length and because the information was of value to a larger audience, it has been published as a separate monograph. Prepared by leaders in the educational field, the information is designed to provide answers to questions concerning (1) the nature of career education, including the philosphy behind it and major concepts, components, phases, and issues associated with it; (2) the need for career education, including the relationship between social unrest and lack of emphasis on career education and the achievements and deficiencies in American education; (3) how career education developed and is being implemented in practice; (4) appropriate strategies of implementation for a school system interested in career education; and (5) the potential contribution of career education, including basic changes that will be necessary at all educational levels. A selected bibliography on career education is included.

Impellitteri, Joseph T., and Finch, Curtis R. Review and Synthesis of Research on Individualizing Instruction in Vocational and Technical Education. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1971.

An integrated framework for individualized instruction in vocational and technical education could consist of five components including the student, teacher, environment, instructional content, and mediation. In this review, research and development materials identified through a computer search of materials in the Education Resources Information Center (ERIC), are grouped according to this framework. Sections are (1) "Issues in the Design of Individualized Instruction," emphasizing the teacher component; (2) "Student Characteristics Research," emphasizing the student component; (3) "Educational Technology," emphasizing the mediation component; (4) "Instructional Strategies," emphasizing the teacher component; and (5) "Instructional Systems Approaches," emphasizing research which takes a more integrated approach to individualized instruction. Sutdies relating to the instructional component are located throughout the sections. It was recommended that cooperative efforts of practitioners and researchers, including doctoral students, are needed to improve the current status of individualized instruction. We must also acknowledge and utilize selected ideas and devices initially developed for military use.

This information may be of value to educators at all levels concerned with individualization of instruction.

Impelliteri, Joseph T., and Kapes, Jerome T. A Longitudinal Study of Vocational Development: Implications for Vocational Education and Guidance. University Park, Pa.: Pennsylvania State University, Dept. of Vocational Education, 1971.

To identify the effects of the senior high school experience on the vocational development of youth, a ten-year longitudinal study was undertaken to trace the development of ninth graders from three Pennsylvania School Districts. Included in the study are all Altoona students who finished grade nine in 1969, and all the Hayleton and Williamsport students who completed grade nine two years later. This first report describes the total ten-year study and provides a reference point for future publications resulting from the study. Implications for curriculum planning and guidance are discussed. Although primarily applicable to the three districts involved, the findings can be generalized to other school systems.

Industrial Arts Education--Instructional Materials. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

The compilation presents over 200 resumes of instructional materials in industrial arts which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), fall, 1967, through fall, 1971. Resumés cover a broad range of fields and occupations such as cabinetmaking, construction, drafting, electronics, graphic arts, power mechanics, and woodworking. The resumés are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) available sources, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resumé and ordering information for AIM and EDRS reproduction are provided in an introductory section.

Industrial Prep, Volume Three, Junior Year--Contents: Physics and English. A curriculum guide prepared by the Hackensack Public Schools, Hackensack, N.J. (Mimeographed)

This is a grade eleven teaching guide incorporating ten team physics projects and five thematic English units. The physics projects derive from the three major units of study: properties of matter, mechanics, and electricity. The English units are geared to the needs of vocational students and range widely over units from television to work preparation to consumer credit.

Multimedia resources, project lists, discussion questions, visual aids, and student reading materials are provided. Detailed daily lesson plans are also included. This is an excellent guide for all educators involved in developing and implementing career education programs.

Industrial Prep, Volume Five, Senior Year--English, Chemistry, Social Studies and Occupational Relations. A curriculum guide prepared by the Hackensack Public Schools, Hackensack, N.J. (Mimeographed)

This is a teacher-prepared twelfth grade teaching guide for industrial-vocational students. It attempts to provide a base on which a student may build either his post-secondary employment goals or his formal technical education aspirations.

The social studies unit deals primarily with the effects of technology and urbanization on man and his world. The chemistry topics are industrially oriented to develop nine specific laboratory skills. The occupational relations units make use of case studies to increase student awareness of interpersonal vocational relationships. The English curriculum ranges widely from vocational preparation units to discussions of leisure time activities.

Innovative "real-life" approaches such as role-playing increase student interest in the program. Student reading materials, multimedia resources, project lists and bibliographies are provided. English, social studies, and chemistry teachers as well as career education curriculum specialists will find this to be an informative manual.

In-Service Training Design Simulation, from the Leadership Training Institute for School Personnel Utilization, 1970.

This exercise simulates the process of planning for in-service training. It compresses what would typically involve many weeks of interaction with large numbers of people into a ten-hour exercise. The simulation requires that a planning group of ten members formulate a plan for the sixty-five staff members of an elementary school, given the constraints of an in-service training budget, a school calendar, and a limited amount of consultant help. Recommendations are to be developed for an in-service training program for the 1970-71 school year that will prepare the school staff to implement differentiated staffing in 1971-72. The information from which the team will work is contained in a memo from the "District Advisory Group" and includes a statement of the planning group's task; a set of criteria to consider in planning an in-servide training program; a task breakdown for the elementary school's future operations; a description of four staff roles which will be included in the plans, the elementary school calendar for 1970-71; an in-service training budget, and a summary report on the school personnel. The four phases of the exercise are planning, evaluation and analysis, plan modification, and report and analysis.

This document may be of value to educators who are involved in organizing and conducting in-service education programs in career education.

Institute for Education and Technology. Annual Report (July 1, 1971 - June 30, 1972. Lincoln, Neb.: Institute for Education and Technology, 1972.

This is a very lengthy report, but one which teacher training specialists, technical educators, curriculum developers, media specialists, and state and regional education officials should read. The report was sponsored by EDUTEK (The Institute for Education and Technology) in an attempt to expand, coordinate, and organize the resources of education, government, business and industry. The eight special EDUTEK-sponsored projects are described in detail (1) Conference of State and Regional Education Officials; (2) Demonstration School Project Development;

(3) Vocational Materials Preparation; (4) Preparation of Curricula Materials for Training of Vocational-Technical Teachers; (5) Media Institute Materials Preparation; (6) Conference on Evaluation Model; (7) Self-Instructional Career Guidance System Model; (8) Reading Center Development. The wealth of details accompanying each project explanation contributes significantly to the report's overall value.

Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. Springfield: Illinois State Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, Northern Illinois University, De Kalb, April, 1972.

This is an excellent handbook for teacher educators charged with introducing an effective career education program in the classroom. Suggestions for program implementation are detailed and specific. Section 1 serves as a general introduction for workshop leaders and consultants guiding teachers into more effective teaching. A package of materials is provided for consultants. Section 2 deals with establishing a sllid relationship by contracting key people and clarifying target objectives. The "Organizing Center Concept," "Interviewing as an Instrument of Inquiry," "Utilizing Instructional Resources," and "Sample Plans" are the subjects of Section 3. Section 4 discusses "Conducting a Workshop." Section 5 deals with "Concerns and Strategies in Program Development"--finding community resources, parent involvement, subject matter skills, world of work activities, humanizing the curriculum, and visibility of performance. Helpful suggestions for establishing a continuing in-service program are also provided.

Introducing Children to the World of Work. Salem, Ore.: Oregon State Dept. of Education.

This annotated bibliography has been prepared for librarians, principals, teachers, and counselors interested in developing programs to assist elementary grade pupils to obtain knowledge concerning requirements and opportunities in the world of work. The list is comprised of nonfiction materials which, in part or in full, have pertinent information about specific or general careers. Listings are arranged according to the following subject headings: (1) community government and services, (2) industry, (3) transportation, (4) communication, and (5) federal government and services. All of the 101 entries are listed alphabetically under subheadings in each major heading. An alphabetical list of publishers with addresses is included for the convenience of those wishing to order titles listed.

Irwin, Judith, ed. A Guide to Professional Development Opportunities. Washington, D.C.: Management Division of the Academy for Educational Development, Inc., January - December, 1973.

There is an increasing demand for professional development programs in higher education; this book fulfills this demand by cataloging virtually hundreds of seminars, workshops, conferences, internships and fellowships available to college and university administrators.

Listings center on a specific program topic, such as, finance and budget, personnel management, or student services. For each program listing, vital information is presented such as sponsoring organization, date and location, fees, room and board, and program description.

A calendar of scheduled programs is included, making this an informative publication for any professional educational administrator.

Jenkins, John D. A "Universe Model" of Occupational Education for Pikeville, Kentucky, in Conjunction with the Pikeville Model Cities Program. Interim Report. Richmond, K Eastern Kentucky University, 1971.

Provided in this interim report is a summary of activities relating to the Pikeville, Kentucky, Career Education Project, with specific emphasis placed on career education for the elementary grades and on occupational placement for grades seven through twelve. The report provides information on (1) goals and objectives, (2) project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations. Accomplishments as perceived by the project staff occurred in the following areas: (1) installation of program in the elementary school, (2) examination of special education programs, (3) establishment of job placement service, and (4) attitude change of school personnel. An outside evaluation team noted that the teachers and project staff have produced a great deal of useful instructional materials and that considerable progress has been made toward achieving stated goals and objectives.

Findings of this study regarding change of attitude of school personnel has direct implications for personnel development techniques in career education.

Johns, Joseph P., and Glovinsky, Arnold. Paraprofessional Training Model. A Process for Training. Detroit, Mich.: Wayne County Intermediate School District, July, 1970.

Intended to serve as a resource, this model for training trainers of paraprofessionals consists of ten three-hour sessions. It spells out the objectives of a particular training program, how these objectives were achieved, and an evaluation design. The contents and objectives of each session are set out in detail, including samples of the Task Response Sheets and the training certificate awarded at the end of the program. Ten agenda are provided to serve as models for similar programs.

This document may be of value to educators who are involved in organizing and conducting in-service programs for trainers of paraprofessionals in career education.

Johnson, Charles, and Gilbert F. Shearron. Specifying Assumptions, Goals and Objectives for Teacher Education. Athens: University of Georgia, College of Education, 1971.

In every teacher education program there is a foundation that includes the goals and objectives of the program and basic assumptions which determine how the program will be operated. This document offers information concerning the nature and sources of assumptions, goals, and objectives and describes a management system for specifying assumptions, goals, and objectives.

Those teacher educators interested in management systems as a means of implementing the goals of performance-based teacher education will find this document a practical aid.

Johnson, Ronald L., et. al. Secondary Student Status Survey, 1968-69. Honolulu, Hawaii: Hawaii State Dept. of Education, 1970.

This publication provides data for planning and assessing the education of secondary level students in Hawaii. The following three sections are included: (1) general information on secondary students; (2) plans after graduation, class of 1969; and (3) follow-up survey of 1968 high school graduates. Section 1 includes discussions of enrollments, promotion-retention, and holding power. Section 2 determines that 80.9 percent of seniors plan to further their education. The arts and sciences are the most frequently chosen fields of study. Section 3 presents only the activities or status of graduates within one year of graduation. The high degree of inconsistency of occupational activities with plans indicates that vocational guidance and instructional patterns must coincide to prepare (for long range planning) those who contemplate terminating formal education for a year or so.

Jolly, William W., ed. *Hands On. A Comprehensive Program of Career Orientation for High School Students*. Knoxville, Tenn.: Knox County Department of Instruction, Tennessee Department of Vocational Education, 1971.

This publication is the completed portion of the high school segment of a comprehensive program for contemporary curriculum design in vocational education. The entire program embraces career development curriculum for kindergarten through grade twelve and utilizes extensive teacher-student participation in the development of instructional materials. This document presents completed materials for the planned four major units of (1) self-awareness, (2) occupational information, (3) work attitudes, and (4) job exploration with hands-on experiences.

The first chapter is devoted to a discussion of career orientation including statements of philosophy and objectives. The second chapter includes instructional material for the unit on job exploration with hands-on experiences. Specific topics include (1) appliance service, (2) auto industries, (3) commercial foods, (4) health occupations, (5) ornamental horticulture, and (6) welding. Pertinent questions and answers regarding general occupation information and illustrated activities are presented for each topic.

Jones, Tyson L. *School Within a School. Library Bell Educational Complex*. Paper presented at National Association of Secondary School Principals, 56th Annual Convention Anaheim, California, 1972.

Two junior high schools with enrollments of 800-900 students each (grades 7-12), are being constructed concurrently with an instructional materials center, a multipurpose building, and a vocational school on a 150-acre site in Johnson City, Tennessee. Each school is to have its own principal, assistant principal, counselors, secretaries, and aides. English, mathematics, science-health, and social studies will be taught in each school. Other subjects such as Latin, modern languages, art, reading, and a strong offering of prevocational and occupational courses will be taught in the central complex area containing a little theater, the instructional materials center, the cafeteria, and the physical ~~education~~ facilities. Such a school-within-a-school complex is designed to provide all the economics of a large school and at the same time maintain the closeness and personal touch of a smaller school.

K-12 Career Education Guide. Sheboygan, Wisc.: Lakeshore Technical Institute, 1971.

Directed toward reform in the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades kindergarten through twelve, this curriculum guide describes the sixteen basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (k-3, 4-6, 7-9, and 10-12), and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations which were developed by institute participants accompany each concept. Models illustrating the scope and sequence of the sixteen basic career development concepts through grades kindergarten through twelve, the three components of career development (self, work, world, and career planning), and vertical and horizontal expansion of the concepts are included.

Those responsible for personnel development for career education programs will find this guide a helpful resource.

K-14 Career Education Multimedia Catalogue, and K-14 Career Education Guide. Sheboygan, Wisc.: Lakeshore Technical Institute, 1972.

The Lakeshore Technical Institute has produced a kindergarten through fourteen career education guide, and a separate catalogue of multimedia instructional materials. The guide provides specific examples of concepts, objectives, classroom activities, and resources appropriate for integrating career education into an existing curriculum. Prepared by participants at the 1972 Career Education Summer Workshop at Sheboygan, this guide is an extensive revision and updating of a similar guide which was produced in 1971. The multimedia catalog contains annotated lists of filmstrips, cassettes, visuals, films, videotapes, microforms, and other resource materials. These are categorized by grade level application into primary, intermediate, elementary, junior high, senior high, secondary, and post-secondary levels.

Instructors, administrators, media service personnel as well as others in the field may find this guide to be of help in promoting the career education movement.

Kelly, Edward F., and Bunda, Mary A. The Development of a Survey Instrument for Evaluative Priorities: a Field Test. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, 1971.

In order to examine empirically the priorities that different groups place on a common set of evaluative characteristics as they apply to a specific problem, a survey of five principal groups composed of professional evaluators, E.S.E.A. Title III staff, graduate students, local school staff, and administrators was conducted. An eighty-five item instrument employing a seven-point scale for applicability ratings was developed. Analysis suggests differences between some groups on some of the items. The device and methodology reported should improve communication between evaluators and clients, help focus evaluations in an efficient manner, and identify specific decisions that characterize the evaluative enterprise. A survey problem statement, instructions for completing the survey, distribution of responses for each item, and other relevant statistics are included. This document is especially suitable for evaluation and testing specialists.

Keller, Loise J. Career Education In-Service Training Guide. Morristown, N.J.: General Learning Corporation, 1972.

The guide is designed to give background information and suggested procedures to aid local administrators in the development and utilization of a career education in-service training program. The three major sections covered in the guide are (1) the background from which career education has emerged; (2) a survey of the present state of career education; and (3) the implementation of career education. Each section contains brief, useful information relating to the heading. The first two sections should provide adequate background for those not familar with the concepts of career education. The third one is the most important and useful for those responsible for implementing career education programs. Suggestions on the planning of in-service programs are provided step by step as well as suggested topics and examples of activities. Suggested agenda for the conference on career education which might be adapted to serve the specific purposes of the organization are also provided.

This readable book could serve well as a guide to acquaint the readers, especially teachers and administrators, with the concepts, components, and current development of career education. Those who need guidelines and ideas in planning and developing career education in-service training programs will find this book a helpful source.

Kich, George. Theory and Methodology of Human Services Functional Task Analysis Data System. Phase II Final Report. Chicago: YMCA of Metropolitan Chicago, 1970.

Designed as a manual for human and social service agencies and programs engaged in curriculum and career development, this technical paper describes the Social Service AIDE Project (SSAP) functional task analysis data system resulting from Phase I research and Phase II analysis and refinement. Sections discuss and diagram these system components (1) preliminary analysis and development which is influenced by the purpose, external constraints to environment, resources, subsystems, and the maintenance and evaluation of the system; (2) job analysis data system, which structures the planning, functioning, and production of career advancement programs based on employment and educational objectives; and (3)analysis of the employment and educational objectives and task regrouping in the career ladders and core curriculum. Other sections are devoted to problems encountered by SSAP while using and developing the system, and implications of the system. Supplementary samples and technical information are appended.

Kieuit, Mary Bach. A Review and Synthesis of Research on Women in the World of Work. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This study is devoted to an analysis of the changing role of women in the working world. With the trend toward career education--a concept that in principle embraces every individual in society--women will be as involved as men in the entire spectrum of occupational roles, beginning with more opportunties for employment and advancement and greater personal satisfaction and sense of achievement in a career.

Today 30 of every 100 women throughout the world are employed. The options of being a housewife or seeking other careers should be open to all women.

This article may be of interest to curriculum specialists, counselors, and teacher educators in planning and implementing career education.

Knowledge and Action in Adult Education. New York: Columbia University, Teacher's College, 1971.

This publication is directed primarily to adult education specialists. It contains a series of papers generally theoretical in nature; viz., "Toward a Theory of Practice in Adult Education," "Action Seminars," "Preparing Case Materials," and "Adaptation of Knox's Model of Continuing Professional Education Need Appraisal to Exchange Teachers." Those more practical in nature include "Franklin Community College Continuing Education Division--Discussion Case," and "Opportunities for Careers in Adult and Continuing Education for Paraprofessionals and Volunteers."

Korim, Andrew S. Government Careers and the Community College. Washington, D.C.: Association of Junior Colleges, 1971.

This document is intended to serve as a planning tool for public service education, and is to be used jointly by community colleges and public agencies (local state, and federal). With the growing need for well qualified personnel at mid-entry or paraprofessional levels, agencies are abandoning their internal training programs in favor of cooperative programs with community colleges. The training consists of in-service or pre-employment education. The latter composed of career categories either identical with the private employment sector or unique to the public sector. The basic public service career families are in community development; educational, human, and judicial services; public finance; resource management; and transportation. Government programs in the Department of Housing and Urban Development or Department of H.E.W., for example, enable community colleges to be extensively involved in community affairs. Challenges to be considered are identification of distinct career families; need for data; improvement of student services; faculty shortage; and hurdles in government hiring practices. Public service education is analyzed; examples of organization and administration of career education are offered. Suggested curriculum patterns are presented for air traffic controller, child care, corrections, fire science, law enforcement, recreation, teacher aide, traffic engineer, pollution, library technology, and urban planning technology.

Korizek, William A. The Next Step--A Comprehensive Program in Occupational Preparation and Placement: Interim Report. Montana: Helena School District 1, 1971.

The purpose of the project was to find ways to bring about the implementation of more career education and occupational information in all levels of education. Specific objectives of this project include (1) broadening occupational orientation at the elementary and secondary levels; (2) preventing dropouts; (3) developing opportunities for work experience; and (4) providing more vocational guidance services. Approximately 30 occupational and career units have been developed for use in grades one through six, and resource people from the community have been used extensively. The project during the first year involved approximately 65 teachers and 1,475 students. Field trips were used as a means of increasing the awareness of students of certain occupational opportunities. The project was a sound base from which to progress, community facilities have been used wisely, and project staff are in great demand to give presentations. More staff, better dissemination methods, opportunities for teachers to observe other programs, and increased library materials on career education are included in recommendations for the second year of operation. More than half the report consists of appended materials relating to the project. The report of this project has implications for staff development in career education.

Kosuth, Joan, and Miltenberger, Jerry. Teaching for Career Decision-Making. Tustin, Calif.: Diversified Counseling Services, 1972.

This manual describes a program which attempts to meet the need for in-depth career counseling. Teaching for career decision-making is a planned career development program consisting of logically organized, sequential learning activities specifically designed to familiarize a student with his own abilities, aptitudes, interests and values so that he may relate them to the educational and career choices available to him. The manual is divided into four sections. Section 1 describes possible ways to incorporate a careers class into the school curriculum. Section 2 outlines specific methods for organizing the class around the career instructional packages. Section 3 contains the nine career instructional packages. The final section provides a guide for implementing a career development center. Included in the descriptions are a rationale for developing a center, a list of suggested activities, materials and equipment, and a floor plan layout.

Kraft, Richard H. P. Perspectives on Progress: Career Education in Florida. Tallahassee: Florida State University, Department of Educational Administration, 1971.

In preparing this evaluation report, the Florida State Advisory Council on Vocational and Technical Education believed that evaluation should (1) focus on the people and their needs; (2) look into all parts of the human resources development program of the state; and (3) identify the employment opportunities within the state and the vocational services required. Among the findings are (1) effective programs in guidance and counseling require full support for implementation; (2) there is a very positive return on investment in vocational-technical education both to the individual and to society; (3) community college level programs for the disadvantaged are more diversified and comprehensive than secondary level programs; and (4) employers are not completely happy with the products of Florida's schools. Recommendations concern (1) better publicizing, (2) work experience programs for counselors, (3) accurate labor market supply and demand information, (4) occupational programs at the secondary and presecondary level and (5) adequate funds for vocational guidance.

Kratochvil, Daniel W., and Thompson, Lorna J. The Cluster Concept Program Developed by the University of Maryland, Industrial Education Department. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1972.

This report, one of twenty-one case studies, describes the history of a recent educational product. The cluster concept program, developed at the University of Maryland, is directed toward the preparation of individuals for entrance into a spectrum of occupations. Three clusters of occupations are included (1) construction, (2) electro-mechanical installation and repair, and (3) metal forming and fabrication. The program is targeted for boys and girls in grades eleven and twelve who want some occupational preparation while remaining in the mainstream of the educational program. It aims at giving students entry-level skills for a range of related occupations. Although the four-year study ended in 1969, the original developers have conducted several related activities since that time. They include (1) assistance to schools, (2) further evaluation studies, (3) placement and performance research, and (4) development of additional clusters.

Lackawanna (N.Y.) Public Schools, New York State Education Department, and State University of New York. Undergraduate Urban Teacher Education Program. State University College at Buffalo. Lackawanna: the Public Schools, Albany: the Department, Buffalo: the University, 1970.

The aim of this cooperative EPDA program is to improve education in the public schools through utilization of personnel in a differentiated staffing pattern and the training of teachers for service in urban areas through a carefully planned practicum combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases.

Superintendents initiating differentiated staffing in their schools, educators preparing teachers for employment in urban areas, and school systems introducing performance-based curricula will be an appropriate audience.

Lawson, Dene R. Indicators of Teacher Ability to Relate to Students. Paper presented at the American Educational Research Association annual meeting, 1971.

The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. The rating was performed by 100 high school students who viewed 50 videotapes of teacher interns.

Use of videotapes and correlation measurements are innovative techniques appropriate for study by teacher educators and their supervisors.

Learning Laboratories for Unemployed, Out-of-School Youth--Communication Skills. Albany: New York State Education Department, 1972.

Prepared by an English instructor and a reading supervisor from ideas suggested by an advisory committee of teachers, this compilation of learning activities is designed for use by language arts teachers to supplement the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth." The nineteen activities, which are intended to orient the disadvantaged student to the world of work, emphasize such topics as nonverbal communication, writing skills, speech patterns, and completing job application forms. Each activity contains these components: (1) reference to the communication skills section of the curriculum resource handbook, (2) objective, (3) teaching procedure, (4) evaluation suggestions, and (5) student worksheets which may be duplicated and/or used for transparencies. An introductory section provides further suggestions for the teacher, including the recommendation that learning activities be organized in short, achievable units which can be gradually increased when the students' attention span, interest, and work habits improve.

Lee, Arthur M., and Fitzgerald, Doris, eds. Learning a Living: Career Education in Arizona. Phoenix: Arizona Occupational Research Coordinating Unit, 1970.

This report is a comprehensive survey of vocational education in the state of Arizona. The material contained therein can form the basis for annual state plans, evaluations, and five-year projections. Five decades of growth in vocational programs are explored; career education in Arizona at every level from elementary school through the community college is evaluated; manpower training, employment opportunities, program planning, budgeting, and research are also investigated. The summary is extensive and should be particularly useful to state directors of vocational education and legislators.

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Lee, Jasper S. Occupational Orientation: An Introduction to the World of Work. Jackson, Miss.: Mississippi State Dept. of Education, Division of Vocational & Technical Education, 1971.

Developed by curriculum coordinating unit staff, this study guide was designed for use by students in occupational orientation classes. Intended to serve as a central core around which class activities may be structured, the guide includes seventeen units on topics such as (1) determining the importance of work, (2) understanding the present world of work, (3) preparing for a career, (4) exploring outdoor occupations, (5) exploring science occupations, (6) exploring arts and entertainment occupations, (7) locating and applying for a job, (8) selecting a career, and (9) working on the job. Each unit includes pertinent background information, review questions, and suggested activities. It is hoped this material will help students make intelligent career plans and decisions.

Lefforge, Orland S. In-Service Training as an Instrument for Change. Gainesville: University of Florida, Institute for Higher Education, 1971.

This plan for improving community college instruction uses an in-service training program as a primary vehicle for change. The objectives to be achieved are (1) develop a climate for educational innovation; (2) develop individual initiative in professional growth; (3) coordinate training resources, faculty efforts, and college goals; and (4) increase accountability in use of in-service training resources.

In-service training program developers, particularly those providing programs at the community college level, would benefit from a careful reading of this document.

Lewis, Wiley B. Review and Analysis of Curricula for Occupations in Environmental Control. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1972.

This article reflects America's commitment to improving and controlling the environment; consequently, the need for competently trained environmental technologists is of growing concern. This article, therefore, should be of special help to curriculum development specialists, teachers interested in identifying available curriculum materials, and researchers concerned with identifying voids in present research and establishing guidelines for improved future studies.

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The available literature was examined and the author found a significant lack of materials designed for environmental health occupations; curricula for the major environmental control technologies appeared plentiful. Overall, guidelines and standards for program development were seriously lacking.

Of particular interest are the "systems approach" to curriculum building and the author's recommendations for future improvements. An extensive bibliography, emphasizing the areas of curriculum materials and curriculum development, is provided.

Lindeman, Richard H., et al. The Educational and Career Exploration System: First Year Report of a County-Wide Field Trial and Evaluation. Paper presented at The Annual Meeting of The American Educational Research Association, Chicago, Illinois, 1972.

Developed by the advanced systems development division of International Business Machines (IBM) in consultation with two professors, the educational and career exploration system (ECES) includes information on 400 occupations and 300 post-high school majors. Designed for the high school student and for use with a computer terminal, the system includes charts which summarize and compare information about the student and his explorations. To evaluate the program, data were gathered on an experimental group and a control group of tenth graders, and also from counselors and parents of the students. Analysis of the data revealed that (1) while students tended to concentrate on occupations during their first sitting at the ECES terminal, they used their second sitting to explore both occupational and educational opportunities; (2) parents of users were generally pleased with the effects of the system and stated that they were more involved in the educational and vocational planning of their children than they had been previously; (3) counselors had positive reactions to the system and were optimistic about its effect on students. Despite these positive results, however, the anticipated gains in vocational maturity were not realized during this first year of the field test.

Lokan, Janice J., and Halpern, Gerald. Differential Validities for Shop Courses. Ontario, Can.: Ottawa Board of Education, Research Centre, 1972.

In a vocational high school in Ottawa, Canada, with an enrollment of approximately 750 students, twenty-five different shop courses are available. Students must take six shop courses during the first year, then specialize in two during the second year. During the first two years of operation, between two-thirds and three-fourths of those enrolled requested changes in their program. In order to reduce the number of changes, this study sought to provide information, in the form of differential validities, derived from a suitable battery of tests, which would be useful in identifying those occupations most likely to offer rewarding careers to non-academic individuals. Three separate cohorts of students, each containing 350 students, were used in the study of a double cross-validation design containing four phases. It was concluded that differences in academic performance and performance in shop areas can be predicted with some success for both sexes.

Lyle, Buel R. Pilot Occupational Education Programs for Small
Rural and Suburban Arkansas Schools in Grades Five Through
Twelve. Interim Report. Little Rock; Arkansas State
Department of Education, 1971.

To assist rural and small suburban schools in depressed areas in establishing occupational education programs for grades five through twelve, pilot programs were instituted in eight participating schools. The project worked to (1) provide occupational orientation; (2) create favorable attitudes in marginal and disadvantaged students toward education and its contribution to the world of work; (3) relate classroom instruction to an immediate job; (4) provide vocational guidance and job placement; and (5) provide short intensive training for seniors with no previous occupational training. Each school employed a counselor and coordinator of cooperative education. Personnel from participating schools have attended in-service training sessions each quarter although comprehensive evaluation would be premature. Preliminary findings show that all eight schools have begun to implement each objective. Reports from each of the local schools are included.

Mager, Robert F. Goal Analysis. Belmont, Calif.:
Fearon Publishers, 1972.

Goal analysis is a procedure useful in helping to describe the meaning of the desired goals; whether these goals deal with attitudes, appreciations, or understandings. This book aids people in making better decisions toward their achievement and in recognizing progress and success. Four major parts describing important aspects of goal analysis are presented. Part 1 presents the purpose and function of goal analysis in relation to a larger scheme concerning performance and task analysis and target population description. Focus is placed on the idea that statements about attitudes and appreciations are statements about abstractions and are always inferred from circumstantial evidence. Part 2 indicates when there is a need for goal analysis. The methods of implementing goal analysis are explained in the third section. The fourth and final part suggests the possible variations in the analysis.

The summary reviews the major questions and points of goal analysis, stressing the need for selective usage on important issues or goals. A four-item bibliography is included.

The article may be helpful for treating goals in behavioral terms.

Maley, Donald . Relationship of Industrial Arts to Occupational Orientation. College Park, Md.: Maryland University College Park Department of Industrial Education, 1971.

Occupational orientation, one of several titles used for a movement that is affecting all levels of public education, is an area where industrial arts can play a significant role. There is a strong relationship between the two, and the implications for occupational education are important and valid for industrial arts in an era so profoundly affected by industry and technology. Educators must help individuals understand their potential, capabilities, and emotional and psychological qualities. Industrial arts can make a significant contribution by helping the individual to (1) understand himself, (2) develop societal awareness, and (3) develop fundamental skills. Each of these areas deals with the general educational development of people with no specific identification of fixed manipulative skills, jobs, or occupations. They are in essence broad areas of competence vital to effective occupational orientation.

Marland, Sidney P., Jr. Career Education. Washington, D.C.: U.S. Office of Education (DHEW), 1971.

Career education combines vocational, general, and college-preparatory education into a curriculum designed to provide educational experiences that will prepare an individual for economic independence, personal fulfillment, and an appreciation for the dignity of work. Career education will be integrated in the early school years, beginning with kindergarten and progressing through grade twelve. In the elementary years the curriculum will relate reading, writing, and arithmetic to the ways adults earn a living; during junior high school years students will explore career opportunities in various occupational clusters. By senior high school students will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job. Even though the students are preparing for a job upon graduation from high school, they will always retain the option of going on to higher education.

________, Career Education and Community College Leadership. Presentation at the installation of the president of Quinebaug Valley Community College, Woodstock, Conn., April 8, 1972.

Marland feels that the community college has several unique advantages over other educational institutions: it is young, it is not tradition-bound, and it stands at the forefront of educational change. The community college also has several unique opportunities which it should pursue. A continuing dialogue with four-year colleges and universities regarding transfer credit between academic and career-related courses should be established. Four-year institutions should be encouraged to recruit staff with experience in the world of work. Programs in the high school which would steer students into the post-secondary offerings of the community college should be coordinated. Two- and four-year colleges should initiate and expand continuing education programs to serve the total community.

Marland's speech should be of interest to administrators of the community college, the four-year colleges, and the university. Continuing education specialists and high school vocational counselors should also find his remarks noteworthy.

________, Career Education: Three Speeches by the Commissioner. Washington, D.C.: Department of Health, Education, and Welfare, Office of the Commissioner of Education, 1971.

Included in this collection are speeches presented on the following occasions: (1) the NAM Joint Policy Committe Conference, Washington, D.C., November 11, 1971; (2) the Third Annual Conference of the Pennsylvania Personnel and Guidance Association, Pittsburgh, November 15, 1971; and (3) the Annual Convention of the American Vocational Association, Portland, Oregon, December 6, 1971. Titles of the speeches are (1) "Education and Business--A Necessary Merger," (2) "Career Education--A New Frontier," and (3) "Career Education--300 Days Later." In addition to the school industry relationship, other points discussed were: (1) the design of model programs, (2) development of strategies for implementing programs, and (3) actions taken in the Office of Education to support vocational education as the keystone of the career education arch.

This collection identifies basic concepts and needs of career education as well as implies a number of concerns for personnel development in career education.

__________________, *Educating for the Real World*. Washington, D.C.: Dept. of Health, Education, and Welfare, Office of the Commissioner of Education, 1971.

For a variety of reasons, vocational education has not made it in America. Our high schools have not been able to make sure that every young man and woman who receives a diploma is qualified either for immediate employment or further education. To solve the problems of this situation, the Office of Education is giving major emphasis to the design of a workable career education system that can be tested at a number of federally financed pilot installations and, when satisfactorily developed, offered to the entire country. Along these lines three model career education programs are being developed--one for use in schools, a second to be generated within the business community, and a third to take place in the home. These models represent the first attempt to devise a career education system for virtually all Americans, from which the learner spins off at any level of maturity, whether as an auto mechanic or a physician, at the level of growth he chooses.

________________, *Career Education -- More Than a Name*. Washington, D.C.: Office of the Commissioner of Education, Department of Health, Education, and Welfare, 1971.

The career education concept should replace vocational education so that more of the American people can receive the benefits that are being provided students in vocational education. It is necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise, increasing career options for each individual.

The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model, oriented directly toward the school setting, would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the thirteen to twenty year olds who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal employment skills. Such programs will give vocational education the national prestige that it needs. The information presented may be helpful to personnel in all facets of education.

__________, The Need for Career Education. New York: Career Education Workshop, April, 1972.

The main thrust of this article is to instill within individuals that youngsters should get adequate career guidance and training early enough to insure that they will find themselves in both productive and rewarding fields. Career awareness must be brought to the elementary grades at the earliest point of understanding, in order that the proper desire and motivation will be obtained and youngsters may become keenly aware that the entire scope of the working world can be based on selectivity--vocational curriculum, general curriculum or academic curriculum--a selection that may suit his/her particular needs and desires.

If the focus is not on the rudiments of learning, students often find themselves in careers that prove to be disinteresting and it is, more often than not, too late or impossible to make a change.

Career education addresses itself to (1) every child--rich, poor, suburban, urban, rural, etc.; (2) providing awareness during the formative years; (3) persons of all ages; (4) learning vocational skills because everyone needs to have a salable skill regardless to whether they proceed beyond high school; (5) no ethnic group; and (6) feasibility.

This article may be used in training guidance, in training personnel to meet the needs of students career education programs.

__________, A Time for Leadership in Education. February, 1972.

After a brief review of the position of women in educational administration, the commissioner examines the role of leadership in encouraging change and improvement. Administrators have a particularly senstive and demanding role as working partners with teachers and the community. The office of education is moving to give school districts a major role in staff development and the preparation of teaching personnel. The teacher can no longer be required to conform to a preconceived pattern, and administrators must lead in providing more freedom for teachers, so that they may teach with maximum efficiency. The key objectives which have been set for the U.S. Office of Education for fiscal year 1972 are (1) career education, to equip high school graduates to hold decent jobs; (2) disadvantaged and isolated, to insure that a child not be a less successful learner simply because he lives in an urban ghetto or rural slum; (3) innovation, to coordinate research and development efforts through the National Institute of Education; (4) right to read, to reduce the number of illiterates unable to function adequately in the conduct of daily affairs;

(5) handicapped, to secure the necessary specialized training and essential education services; and (6) management, to simplify procedures and reduce inefficiency in the U. S. Office of Education.

Martin, Ann. The Theory and Practice of Communicating Educational and Vocational Information. Series 4: Career Information and Development, Guidance Monograph Series. Boston: Houghton Mifflin Co., 1971.

The focus of theory and practice of the communication of information in this monograph is upon individuals interacting with others and their environment. A premise of the theory is that information will enable the individual to make sound decision, becoming more effective in dealing with present and future environments, and more self-confident. The chapter titles are (1) "The Changing Character of Education"; (2) "Guidance Objectives in Information Processing Systems Design"; (3) "An Information-Learning Model for Guidance"; (4) "identifying Information Needs"; (5) "New Information Devices and Methods for Effecting Change"; and (6) "Implementing Guidance Information in the Curriculum."

This monograph should be of interest to all guidance personnel.

Massanari, Karl. Performance-Based Teacher Education; What's It All About? Washington, D.C.: American Association of Colleges for Teacher Education, 1971.

The concept of performance-based teacher education connotes a program designed specifically to provide the prospective teacher with learning experiences that will prepare him to assume a specified teaching role. Successful completion of the program is accomplished only when the teacher candidate provides evidence that he possesses specified requisite knowledge and can carry out in practice specified teaching functions.

The accountability of prospective teachers before they enter the field is a primary concept of this document which should prove useful to state directors developing performance-based teacher certification plans, school superintendents, and teacher educators.

Mauldin, Wyley, and Jackson, Bill. Trade and Industrial Teacher Education Mobile Unit. New Mexico: State Department of Education, 1973.

The report describes a mobile lab equipped with teacher training materials used to assist the vocational instructor in teaching methods, classroom organization and management, curriculum development, student guidance, program evaluation, and sources of occupational information.

McCaleb, Omer. Project VIGOR; Vocational Cluster Education, Integrated and Articulated Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education. First Interim Report. Portland, Ore.: David Douglas Public Schools, 1971.

To change a conventional, academically oriented general education school system into one whose curriculum reflects concepts of career education at all grade levels in harmony with existing teaching/learning processes, project Vigor staff held a teacher orientation workshop to introduce the career education concept as envisioned by Oregon's career education program, which is basically a program of vocational cluster courses for junior and senior high students. Project Vigor has had two major directions of thrust; the first has been the inclusion of cluster courses in food service, child service, industrial mechanics, and general business into their most closely existing high school departments. The second aspect of the project is the orientation of administration and staff of the total school system to the career education goals. An awareness of career education as a part of the general curriculum is a major accomplishment, and this awareness has been stimulated through news releases, advisory committee activities, and orientation of professional staff through workshops, meetings, special projects, and others. In 1970-71, 142 students enrolled in the vocational cluster courses and 531 pre-registered for 1971-72. It was recommended that the project be continued with additional staff orientation and involvement and increased articulation.

McCarthy, James A. Evaluation of the Job Upgrading Project: September 1967-August 1968, and 1968-69. Detroit Public Schools: Michigan Department of Research and Development, 1970.

Funded under Title I of the Elementary and Secondary Education Act, this project was designed to aid dropouts or potential dropouts aged sixteen through twenty. The dropout applies for acceptance into the project and is interviewed by the teacher/coordinator. The dropout's goals come first and if they fall within the broad areas of employment, further training, or return to school, the coordinator attempts to assist him. Upon acceptance into the program, he and the coordinator plan a job upgrading curriculum to enable him to attain his goals. This is an informative article for occupational guidance manpower development specialists.

McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup. Final Report and Appendixes A-C. Final Report. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

To provide substantive and methodological information concerning systematic vocational placement and follow up to individuals reponsible for educational program change, a project was conducted to develop three publications, each for different audiences: (1) school board members, (2) teacher educators, and (3) local school personnel. Information needs were identified during ad hoc meetings with representatives of the target groups. The information base for the project included (1) literature identified through Educational Resources Information Center (ERIC) and other systems; (2) existing programs; and (3) the knowledge and experience of employees, school board members, and educators involved with the project. This final report describes the three targeted papers and the procedures used and makes recommendations to improve information dissemination sample questionnaires. A bibliography and letters of permission from school districts are appended.

McCracken, J. David, et al. Targeted Communications for Instituting Vocational Placement and Follow Up. Interim Report. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1971.

To provide substantive and methodological information concerning systematic vocational placement and follow up to individuals responsible for educational program change, a project was conducted to develop three publications, each for different audiences, including school board members, teacher educators, and local school personnel. Information needs were identified during Ad Hoc meetings with representatives of the target groups. The information base for the project included (1) literature identified through Educational Resources Information Center (ERIC) and other systems; (2) existing programs; and (3) the knowledge and experience of employees, school board members, and educators involved with the project. Publications were developed according to the format specified by the target audience representatives. The three publications are (1) "Placement and Followup of Secondary School Vocational Education Students," by Melvin D. Miller and Wesley E. Budke; (2) "Is Your School Meeting Students Needs: Job Placement, Student Followup"; and (3) "Job Placement and Student Followup: Information for Vocational Teacher Educators " by Melvin D. Miller and Wesley E. Budke.

McKenley, Gerry P. World of Work: Career Awareness Development Program for the Elementary Grades. Washington, D.C.: Office of Education (DHEW), 1972.

This guide contains specific attitudes and objectives to be implemented in a career awareness program for grades kindergarten through six. The kindergarten through fifth-grade student is introduced to the world of work through such teaching concepts as mothers and fathers work, workers produce services, hobbies, interests and occupations, supply and demand in occupational choice, and others. By grade six, however, the child is given in-depth exposure to many varied career clusters such as a Cluster for Construction, Cluster for Health Occupations, Cluster for Transportation, etc. The objectives of the program are to arouse curiosity about differing occupations, expand employment horizons, study some occupations in-depth, and nourish positive attitudes about the self, others, and work. Elementary teachers involved in career education would find the organization, objectives, resources, and activities most valuable classroom resources.

McKinlay, Bruce, et. al. Career Education at O.S.S.D. A Study of Needs and Plan of Action for Career Education at Oregon State School for the Deaf. Salem, Ore.: Oregon State Board of Education, Special Schools Division, 1970.

Recognizing a need for improvement in their vocational education offerings, the administration of the program for the deaf appointed a study team representing backgrounds including education of the deaf, manpower research, public administration, and occupational analysis. This report presents their specific analysis and recommendations for a comprehensive plan for career education which will lead to higher and more diversified employment for the deaf. The plan calls for guidance and exploratory opportunities and puts heavy emphasis on the student's choice of a career field. It integrates "academic" and "vocational" courses and individualizes the program. Reports based on an extensive analysis of both educational opportunities and labor market conditions are included in the report.

McMinn, James H. The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Interim Report. Jackson: Mississippi State Board for Vocational Education, 1971.

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from grade one through post-secondary vocational-technical education in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. The procedure views the levels of occupational education as a pyramid, with students making decisions about careers based on broad exploratory experiences and counseling. As choices are narrowed the experiences become more intensified. A remedial program is operated for students who are identified as potential dropouts in order to equip them with the competence and skills necessary for pursuing further vocational training. It was concluded that the exemplary project made important progress in developing skills which will serve as a basis for continuous growth and advancement in chosen careers; it was recommended that funding should be continued for the second year of operation.

McPheeters, Harold L., and King, James B. Plans for Teaching Mental Health Workers. Community College Curriculum Objectives. Atlanta: Southern Regional Education Board, 1971.

This report assesses a five-year program funded by the National Insititue of Mental Health to assist southern community colleges in developing curriculum, recruiting personnel, and evaluating students in the mental health field. The curriculum described attempts to blend the academic, the theoretical and the practical in training mental health workers. Innovative teaching techniques are described and an emphasis on "real-life" teaching activities is presented. Job placement as well as worker preparation forms an integral part of the program. This report should be of particular interest to mental health program directors and vocational education specialists.

Melching, William H., et al. Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management. Alexandria, Va.: Human Resources Research Organization, 1970.

This is a report of a series of three teacher workshops dealing with development and use of instructional objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behavior in the classroom. The program provided the participant with first hand practice and experience.

Workshop organizers and in-service training specialists will find that this report provides practical suggestions.

Methods for Human Resource Development. Prince Albert, Can.: Saskatchewan Newstart, Inc.

The focus of this article is on continuing education. Detailed explanations are provided for the various curricula of Canada's

Newstart program which is committed to the experimental development of new methods of counseling and training adults.

The Basic Literacy for Adult Development course covers grades one through four communication and mathematics. It is completely individualized. The Fluency First program provides English language skills for disadvantaged Canadian Indians. The LINC program (Learning Individualized for Canadians) is individualized, permitting students to enter and complete the program on a continuous intake-output basis. A Life Skills course teaches problem-solving behaviors necessary to manage one's life responsibility.

Mietus, Walter S., and Stilling, Christian. The Maryland Career Development Project. First Annual Interim Report. Phase I and Appendix. College Park, Md.: Maryland University, 1971.

This interim report was prepared by a third part evaluation team in order to relate component objectives to (1) input resources and conductions, (2) process treatment and transactions, and (3) output products and performance. Project activities were intended to (1) develop teachers in five metropolitan area elementary schools to help youngsters learn about themselves and the world of work; (2) develop counselors, administrators, and specialists who can implement career exploration activities; (3) develop and implement computer and microfilm techniques to assist in placement services; (4) develop and implement work oriented on-the-job programs; (5) develop and implement a television series on career exploration; and (6) develop and disseminate a career resource notebook. The project also includes an exemplary program designed to (1) bring counselors, home economics, and industrial arts teachers together so they can develop skills applicable to the career orientation process; (2) assist these teams in working to create a plan for their own schools; and (3) supervise the plan implementation. Instruments and data summaries are appended.

Millard, Richard M. The Role, Responsibility, and Function of the Community Colleges in Occupational Education. Speech presented to the Community College Seminar, Boston Hotel, Fitchburg, Massachusetts, June 5, 1972.

This speech emphasizes the thesis that the major function of education should be to prepare students for a vocation. Some implications for community colleges are (1) the need for comprehensiveness, including communication and cooperation with high schools and four-year colleges; (2) the need for statewide planning, clear identification of institutional goals, and complementary planning within the colleges to eliminate the qualitative differences in terminal and transfer programs; (3) the need for a diverse faculty with complementary and mutually respected vocations; (4) the importance of cooperation between community colleges and the community in planning programs that meet local manpower needs and providing work-study opportunities in the community; and (5) the involvement of the total college in guidance. Also examined are the limits of comprehensiveness and the elimination of time-defined educational concepts.

Minelli, Ernest L. Innovative Programs in Industrial Arts.
Washington, D.C.: American Vocational Association, 1970.

Current innovative industrial arts programs showing promise for future development are described in this document. These programs are in operation in elementary, secondary, college, and in-service education as well as special education. The fifty-nine programs summarized involve disadvantaged students, media utilization, curriculum reorganization, teacher education, community and industrial involvement and work-study projects.

The information discussed in this document may be helpful in the preparation of personnel in curriculum development, teacher training, community and industrial personnel.

Minicourses: a New and Effective Method for Teacher Education.
Berkeley, Calif.: Far West Laboratory for Educational Research and Development, Pamphlet.

This committee report on simulation consists of two parts. Part 1 describes the concept of simulation as currently used by educators, discusses the various weaknesses inherent in the simulation technique, and provides guidelines for choosing and constructing games. Part 2 of the report presents two sets of guidelines for creating simulations. The first set of guidelines consists of a list of objectives with corresponding organizational steps to implement the objective intended. The second set of guidelines provides a step-by-step procedure for creating a simulation activity of your own.

This information may be of interest to administrators and staff involved in the development of teacher education programs.

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Mitchell, Donald Leland. A Study of Attitudes, Interests, and Current Practices Related to Career Orientation Activities in the Elementary Schools in Oklahoma. Stillwater, Okla.: Oklahoma State Dept. of Vocational and Technical Education, 1972.

This study was designed to determine the nature of the attitudes, interests, and common practices of public school educators concerning career orientation activities in the elementary schools of Oklahoma. A random sample of educators were examined by means of a questionnaire to determine their perceptions toward (1) the basic mission of the elementary school; (2) the extent to which career activities are presently included in the elementary curriculum; (3) the importance of career activities at the elementary level; and (4) the willingness of teachers and administrators to adjust the curriculum to better meet the needs of the students. There appeared to be no significant difference in the perceptions of elementary teachers, vocational-technical and practical arts teachers, and school administrators concerning items one, two, and four listed above. However, there was a significant difference in the perceptions of educators concerning the importance of career activities, the level of knowledge and basic skills acquired by elementary students, and the value of advisory groups in planning more effective classroom activities.

Monahan, William G., and Miller, Howard E. Planning and Developing In-Service Education. Iowa City: Iowa Center for Research in School Administration, 1970.

A five-state study conducted by the University of Iowa has shown that teachers indicated that their chief requirement of an in-service program was to improve their teaching skills. They felt the need to update teaching techniques, be evaluated on the basis of performance rather than length of service, and be able to demonstrate productive performance. The document discusses the organizational strategies required in the establishment of a successful in-service program. In large school districts a formalized system involving standing committees and a governing charter may be required. Smaller districts may obtain better results from the use of a task force of short-term duration whose members are appointed on the basis of their special knowledge and commitment. The task force should have administrative support including secretarial assistance, supplies, and equipment. Whichever method is used, the committee or task force would be responsible for research into the goals, activities, and content needed by the teachers, the establishment of policy considerations and evaluation procedures. The detailed requirements of such a program are considered and a sample budget is included.

This study may be useful to educators who are involved in planning in-service programs for teachers.

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Moore, Allen B., and King, Sue. Problem Areas in Occupational Education for the 1970's. Raleigh: North Carolina State University, Center for Occupational Education, 1972.

In a study undertaken to identify and classify some of the pressing problems in occupational education, a total of 1,007 occupational educators in the United States and territories were contacted for comments in spring and summer, 1971. Based on a modified content analysis of 200 responses the major problem areas identified included (1) creating and maintaining a favorable climate for occupational education; (2) developing planning and management systems and obtaining and allocating resources; (3) assessing the process and product of occupational education; (4) improving curriculum and instructional systems; (5) providing adequate professional development for occupational education; (6) providing assistance in career planning; and (7) translating manpower demands and individual needs into occupational education programs. The study report contains a description of the problem areas and their major components and includes selected quotes from individual respondents.

This is a valuable resource to all educational/community leaders having responsibility for planning/implementing programs in major areas of career education.

Morgan, Robert L., ed., et al. Synopses of Selected Career Education Programs: a National Overview of Career Education. Raleigh: North Carolina State University, Center for Occupational Education, 1972.

Because of the emerging emphasis on career education, educators are becoming more interested in what is being done in both local and state programs. This document is the result of a series of on-site visits made by the North Carolina Center staff to projects in thirty states and a review of self-studies submitted by the projects. Synopses of the self-studies are provided for thirty-nine programs located in ten U.S. Office of Education regions. Basic information includes grade levels, program goals, general characteristics, and a contact person for further information. In-depth descriptions are anticipated in a future publication.

National Advisory Council on Adult Education. Adult Education: Annual Report. Washington, D.C.: National Advisory Council on Adult Education, 1972.

This is the first annual report of the President's National Advisory Council on Adult Education. The council and its

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activities are explained. Recommendations include an evaluation of the Title III Adult Education Act; a higher budget priority for adult education in 1973; the establishment of a single, federally-financed agency to coordinate all adult education activities; development of career-oriented adult education; reactivation of G.I. educational benefits; development of national adult education programs for use in corrections institutions; expanded use of local educational facilities to include adults; establishment of substantial education programs for senior citizens; and the establishment, by the President, of a Bicentennial White House Conference on Adult Education.

Appendices contain statistical tables, accounts of teacher training programs and special projects, and studies of reports on education and income for white and black adults. This is a useful, informative aid to educators involved in all aspects of adult education.

National Assessment of Educational Progress: Objectives for Career and Occupational Development. Denver: Education Commission of the States, 1971.

Two organizations experienced in test construction, the American Institutes for Research (AIE) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by national assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are (1) to prepare for making career decisions; (2) to improve career and occupational capabilities; (3) to possess skills that are generally useful in the world of work; (4) to practice effective work habits; and (5) to have positive attitudes about work. The major objectives are followed by sub-objectives and further defined in terms of those objectives which should be attained by age nine, age thirteen, age seventeen, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73.

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Needham, Raymond, and Binnie, Arthur. Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas. Final Report. Auburn, Wash Green River Community College, 1971.

Participants representing eighteen western states and thirty-seven cities attended an inservice institute designed to (1) identify trends, (2) examine current innovative programs, (3) look at roadblock programs, and (4) develop impact plans to cause improvement in occupational programs in the participants' home cities and states. Participants, including counselors, teachers, supervisors, administators, community action workers, and teacher educators, were assigned to task forces to develop action plans. Consultants at the institute made presentations concerning career development and represented such areas as counseling and guidance vocational education, manpower education, and state level administration. Also, a student panel selected from the Seattle School District brought the point of view of the junior high school to the institute by identifying real student concern and feeling about the world of work. A follow-up report six months later indicated that plans of actions developed through the task forces were actually implemented in the participants' home districts. Analysis of all evaluation instruments concluded that Institute 8 was successful. The speeches by the various consultants are included in this final report, along with committee reports and a list of participants and group assignments.

Neighborhood-Based Child Care Services for the Inner City: a Service Model, a Staffing Plan and a Program Implementation Strategy. Chicago: Illinois State Dept. of Labor, Human Services Manpower Career Center, 1971.

This feasibiliy study was undertaken to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city which would (1) put the needs of the child first; (2) provide supportive human services to the family unit; (3) provide inner-city residents with career opportunities in the child care field; and (4) develop and sustain full community participation in program management. The proposed model consist of a central unit which serves a twenty-five-block area and provides administrative and supportive services to five mini-centers. Each mini-center serves a five-block area and provides service to eight to ten pre-school children. A similar number of school age children, and their parents. Employees are to be selected from the neighborhood and every effort will be made to utilize welfare mothers who wish to enter child care and human services careers. Six months prior to the opening of the central unit and mini-centers, and subsequently on an ongoing basis, all employees will participate in a training program. The career development program is based on a

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career ladder approach and allows workers to enter as a child development, human services, or clerical trainees and proceed with training and experience to higher competency and salary levels. Additional information and an implementation strategy are provided.

Occutapes. Columbus: Ohio State Dept. of Education, Division of Guidance and Testing, 1971.

This project was initiated under provisions of Title III to develop guidelines and recommendations for the development and use of videotaped field trips in guidance and career education in Ohio. The purposes of the project were to (1) develop and field test career orientation videotapes (occutapes); (2) refine the tapes and procedures for producing such tapes; and (3) prepare guidelines and present programs to promote the use of the occutape technique within the Ohio educational community. Implementation of the project involved primarily (1) the cooperation of a steering committee of counselors and school administrators, local business and industrial leaders, local labor unions, and school guidance counselors; (2) feedback and evaluation of the pilot tapes by students, teachers, and course counselors after field testing, as the basis for revision of the tapes and preparation of the project report and recommended guidelines. Although not as comprehensive as originally planned, the field testing evaluation suggested that the use of locally produced videotapes in business and industry is an extremely effective technique for broadcasting student understanding of the local economic world.

Office of Education. Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Office of Education, Division of Vocational and Technical Education, 1971.

This booklet provides background information on vocational exemplary projects funded under Section 142(C), Part D of the Vocational Education Amendments of 1968. It also presents an abstract of the activities undertaken by each individual project. One hundred seventy-five applications for career education research programs were submitted; the fifty-four selected represent the best proposals from each state, the District of Columbia, the Pacific Islands Trust Territories, and Puerto Rico.

Each program abstract contains the state, project title, director, applicant organization, estimated funds, duration, and program description. Educators focusing on developmental programs, research, program descriptions, or use of federal monies will find the booklet particularly helpful.

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________________. Abstracts of Research and Development Projects in Career Education. Washington, D.C.: Office of Education, Division of Vocational and Technical Education, 1972.

All fifty states, the District of Columbia, and the U. S. territories are represented in this booklet on research and development projects undertaken in career education. The research is a response to Commissioner Marland's activities on behalf of career education and the allocation of $9 million in funds to each state for discretionary research, testing, and development in career education.

The projects are too numerous to specify individually, but each contains the name and address of the state-level project administrator, the amount of funds provided, the duration of the research, site information, and description of the program. This is a valuable source for all resources and project directors of career education.

Official Occupational Skills Program Handbook. Vocational-Technical Education. A Handbook for the Occupational Skills Program for Special Education Students. Honolulu: Hawaii State Department of Education, Office of Instructional Services, 1971.

This book contains many useful suggestions for incorporating career education into the high school special education class. The objectives of the occupational skills program are listed and the roles and responsibilities of state directors, school administrators, program coordinators, and special education teachers are provided. Suggested occupation skills units of instruction are outlined: business, public service, food service occupations, and others. In addition, the special education student is oriented to the world of work in a unit of instruction on how to choose, secure, and hold a job.

Ohio's Career Continuum Program. Career Exploration Program, Grades 9-10 for the Individual, School and Community, and Career Choices. A Workshop Report. Cincinnati: Cincinnati University, 1971.

To develop an information system and model sampling for administrators of developmental career exploration programs in grades nine and ten, a series of summer workshops directed teachers, coordinators, and administrarors to develop this curriculum guide for a student centered career education curriculum providing "hands-on" experiences. This preliminary project report describes a theoretical framework for career exploration, focusing on ten occupational clusters and six personal developmental areas. Developmental and behavioral objectives are correlated with student activities, while program objectives and methods of program implementation are detailed. Procedures for simulation activities in a variety of occupations are given, and a bibliography is included. Recommendations and implications of the workshops are presented, as well as a rationale for the career education continuum.

______________________________. Career Orientation Program: Grades 7-8 for the Individual, the Occupations, and the Disciplines. Columbus: Ohio State Board of Education, 1972.

This interdisciplinary career orientation guide for grades seven and eight provides general instructions for structuring a vocational education program, its implementation and evaluation, and a rationale. The student-centered career development activities will focus on (1) an introduction to the world of work, (2) information on occupational clusters, and (3) specific jobs as examples taken from nine curriculum areas.

Total involvement of the staff and community is expected after initial program planning by a steering committee. Diagrams illustrate the program focuses and three plans for scheduling career instruction. General and specific behavioral objectives and learning activities are given for the six conceptual focuses, the ten occupational clusters, and the nine specific vocations. Career examples for each occupational cluster are given, and a brief rationale for each specific vocation is included.

Vicarious, simulated, and hands-on experiences are expected to be provided in a career education program. Developed by thirty-four city educators, this program guide is intended for use with the "world of work program" for the elementary grades.

Olson, LeVene A., ed. Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography. Huntington, W.Va.: Marshall University, Department of Vocational-Technical Education.

Developed for use in grades one through six, this teaching guide provides twenty-six resource units on career awareness. Through a process called curriculum blending (correlating or relating subject matter to occupational requirements), occupational information can be introduced into one discipline or simultaneously into more than one discipline.

Arranged in a three-column format of procedures, student activity and resources, the guide suggests teaching strategies for such units as (1) wonderful world of work, (2) working at home, (3) family living, (4) our parents in the world of work, (5) clothes of today, (6) workers within our community, (7) protective services provided by our state, (8) crafts of Appalachia, and (9) careers in music. Suggested teaching techniques include field experiences, simulated exercises of cognitive, affective, and psychomotor nature, resources role models, and multi-media activities.

________________. Career Development Components in Vocational Education: A Diagrammatic Model K-12. Huntington, W.Va.: Marshall University, Department of Vocational-Technical Education.

Information for the model contained in this paper was obtained through contacts and personal association with many educators and practitioners whose concern has been the need to provide information and experience to students about occupational and educational alternatives. Planned educational experiences that relate to occupations and that are provided by elementary and secondary teachers constitute the components of the career development education described in this document. These experiences include decision-making experiences, industrial visits, counseling, career games, simulations, and periodic career conferences.

Components of the model are (1) career awareness (for grades k-6), (2) career orientations (for grades 7 and 8), (3) career explorations (for grades 9 and 10), and (4) career preparation (for grades 11 and 12). A bibliography categorized by service areas is included.

Olympus Research Corp. Career Education in the Environment. A Handbook. Washington, D.C.: U.S. Government Printing Office.

This handbook, designed for secondary school use in exploring environmental problems and solutions and providing information on existent and emerging career opportunities, will be useful to school administrators, curriculum planners, instructors, counselors, librarians, and students. Developed by a ten-member project group, the handbook is divided into three parts: (1) career education and the environment -- an overview which sketches the extent of, reasons, and solutions for our present environmental degradation; (2) environment careers -- a comprehensive report divided into categories of science and research, technology and education, technology implementation and equipment operation; and (3) two environmental education curricula -- a fifteen-day self-contained unit on environmental awareness and pollution tested in the Salt Lake School District, and a semester length course which focuses on the physical world, natural resources, and social-environmental problems. An annotated sixty-one-page bibliography supplements these curricula. It is divided into eight categories for easier use. A selective guide for all schools wishing to start or upgrade their holdings in environmental literature is also provided.

Osborn, William C., et al. An Instructional Program for Employability Orientation. Alexandria, Va.: Human Resources Research Organization, 1972.

Prepared by a group of scientists from an analysis of work incentive (WIN) program goals and a national survey to identify expected enrollee behavior, this two-part handbook is intended primarily for use by WIN teams in developing an employability training and orientation program for WIN populations, but would be useful for work with similar trainees.

The goals of the orientation program are to enable the enrollee to (1) cope with the home environment, (2) realistically assess his/her vocational goals, (3) obtain an appropriate job, and (4) perform successfully within a vocation.

Part 1 contains guidelines to be used by program managers in specifying areas to be included in the program, determining enrollee needs, and sequencing instructional units. Part 2 is intended for the classroom instructor and consists of eighteen instructional modules, which encompass training topics organized around fifty-one behavioral objectives and contain from one to nine instructional units per module, tests for evaluating enrollee achievement, and references. The instructional units contain goals, suggested teaching methods and procedures, materials, support material in the form of illustrations and sample student material, and an instructional outline showing the relationship between instructional steps and the skill and knowledge requirements covered in the unit.

Osipow, Samuel H. Reference List from "Implications for Career Education of Research and Theory on Career Development." Washington, D.C., April, 1972.

This list cites references to materials that are related to career education. It has been extracted from Osipow's paper prepared for presentation at the National Conference on Career Education for Deans of Colleges of Education.

Parent and Student Vocational Education Survey. Columbus: Ohio State Board of Education, 1971.

This computer tabulated survey employs separate answer sheets to elicit parent and student attitudes toward vocational education. There are sixty-one questions for students and fifty-three for parents, with responses indicated on a five point rating scale.

The survey should interest career guidance personnel, directors of career education projects, and curriculum specialists.

Perspectives of Adult Education in the United States and a Projection for the Future. Washington, D.C.: Bureau of Adult, Vocational and Technical Education (DHEW/OE), 1972.

During the past decade of adult education, the concepts of career education and lifetime learning have increased in importance. Federal involvement in adult education has increased without a conscious sense of direction, and will undoubtedly continue to increase, leading to greater political pressures on administrators. On the other hand, the increasing number of federal agencies involved in the areas of education and social welfare has brought the federal government closer to local communities than at any time in the past. Adult education needs more career-oriented personnel in order to help achieve the goal of increasing educational opportunities for all population groups. With continued progress, only about a sixth of the employed persons by 1975 will have received less than eight years of schooling. As the characteristics of the labor force change, career education becomes even more significant; therefore, the federal government has placed strong emphasis on restructuring the curriculum to integrate career orientation. The coming decade promises massive growth in adult education. This report provides an assessment of adult education--its history, success, relationship to the economy, and innovative trends.

Peterson, Marla, et al. The OCCUPAC Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report. Charleston, Ill.: Eastern Illinois University, Center for Educational Studies, 1971.

During Phase 1 of a two-phase project, fifteen occupacs (learning activity packages) were developed, pilot tested in a university laboratory school, field tested in four public school systems, revised, and submitted to professionals for final review. Intended to provide occupational information to children in grades kindergarten through nine at different levels of difficulty, each occupac contains multi-media materials in the form of slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and other props. Some recommendations resulting from Phase 1 activities are (1) students seem to prefer using the occupacs on an individual or small group basis; (2) other occupational information activities such as field trips should be included into the occupac program; (3) teachers using the occupacs need instruction concerning individualized instruction, career development, how to use information techniques with the packages, and counseling, interviewing, and listening techniques (4) core occupacs representing a variety of occupations should be developed; (5) effective preservice and inservice procedures need to be developed for orienting teachers and counselors to kindergarten through nine occupational information. Tape scripts for each of the fifteen occupacs are appended.

Promising Practices in Small High Schools. A Report of Fifteen Northwest Projects. Portland, Ore.: Northwest Regional Educational Lab, 1970.

Promising methods utilized in small rural high schools to provide a wider range of experiences for students are identified and described. Programs reported on include the Arctic nursing program, career research program, contractual study program, eye-opening experience, field experience program, guitar and folk music program, individualized instruction in business education, a program on learning packages in English, non-graded language arts program, office training laboratory, operation help, sea and fisheries training, seventh period activity program, tutorial program, and a program on using community resources. Each program is described in terms of identified needs, program development, description of the practice, considerations for implementation, costs, outcome, and sources of further information.

Publications of The Center for Vocational and Technical Education. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, October, 1972.

Prepared by The Center for Vocational and Technical Education, this publication lists documents into two sections: (1) a list of publications by series, and (2) a list of publications by subject index. The publications are in the following series: (1) Research and Development (RD), (2) Leadership Training (LT), (3) Bibliography (BB), (4) Information (IN), and (5) Center Related (CR).

Good general information source.

Pucinski, Roman C., and Hirsch, Sharlene P., eds., The Courage to Change: New Directions for Career Education. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

This is another anthology calling for "the courage to change" vocational education, but without the strident criticisms of guidance sounded by Ginzberg (1971b) and Rhodes (1970). The scapegoat perceived here is the educational leadership. Congressman Pucinski, Chairman of the House Subcommittee on Education, notes with dismay that generous federal funding has not accomplished the goals of the Vocational Amendments of 1968, and blames the educational system for "insensitivities, bureaucracies, professional inbreeding, outdated standards, and hesitant leadership."

Individual chapters provide eclectic views of how careed education should be reoriented, but perhaps the most important chapter is Hirsch's critical analysis of the leadership failures of educational administrators. She calls for a "performance-based" doctorate that would bring new vigor to the movement to reform career education.

This should prove to be valuable reading for all legislators and educational administrators.

Quill, William G. A Prototype Program for Teacher Education. Director's Final Report. Boston: New School for Children, Northeastern University, Roxbury Community School, 1970.

The idea for a program which would enable interested and capable inner-city residents to enter a performance-oriented teacher preparation program culminating in an undergraduate degree and teacher certification is suggested here. In this particular program, teachers would teach three days out of the week and attend seminars with school and university personnel for two days.

The concept of meeting inner-city needs with qualified inner-city citizens suggests a novel teacher recruitment approach with which teacher educators, special program development specialists, and certification personnel will want to familiarize themselves.

Radcliffe, Donald V., et al. Motivation and the Disadvantaged Trainee: A Manual for Instructors. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1970.

Chapter 1 of this manual includes a definition of "disadvantagement," and discussion of implications for manpower requirements, distribution of the disadvantaged, employment conditions and outlook, early environment, predominant acquired characteristics, and response to training. Chapter 2 discusses concepts of motivation, including drives, incentives, threat, stress, and reinforcement. Chapter 3, "Trainee Motivation," discusses the trainee and the training environment, basic motivators, incentives and responses, and stimulating motivated action. Chapter 4, "Instructional Methods, Techniques, and Materials," considers selected instructional methods, special techniques, and instructional materials. Chapter 5 discusses motivation potentials, motivation in exploratory training, motivation in skill training, and practical examples. Chapter 6, "Occupational Growth," includes discussions of the need for growth through continuing education, stimulating desire for growth, rewards of growth, and life goals as motivators. References and a bibliography are included.

Manpower training specialists, methods teachers, and motivational specialists will find this document of interest.

Rathburn, Donald L., and Burwell, Ann, eds. Manpower Research Visibility. Washington, D.C.: American Vocational Association, 1971.

Four research reviews are given in this article. "Occupational Training Information System" presents a model for state and local program decision making for responsive vocational-technical education. "Career Ladders in the Foodservice Industry" reports how training programs in that industry could be structured to lessen turnover and more fully utilize personnel. "The HEART Report" covers progress in upgrading household employment. "A National Study of Assisting Manpower in Optometry" includes an analysis of job availability, duties, training of personnel, and the forecasting of the demand for these employees.

These reviews should be useful to those developing and improving career education programs.

Reinhardt, Bruce. Career Education: Concept, Components, Scope. Prepared for the National Career Education Conference, Rutgers University, July 16, 1973.

In this article, Bruce Reinhardt reminds his audience that career education is a major modification in American education. The headlong rush to its adoption raises issues that should concern any conscientious educator.

Many recommendations must be implemented in order to assure the success of career education. For example, educators need to develop a conceptual definition of career education; educators must be made aware of the essential need for community involvement; competently trained staff must be developed; career guidance must be understood as a theoretical foundation on which a successful program must be based; 100 percent placement of students must be a major goal; reliable informational materials must be developed; and a sound program of curriculum development must be established.

Bruce Reinhardt's article, although of general interest to all educators, should be of particular interest to those educational administrators charged with developing and implementing a sound program of career education.

____________________. Nature and Characteristics of Emerging Career Education Curriculum. Washington, D.C.: Office of Education, April, 1972.

This paper was prepared for the National Conference on Career Education for Deans of Colleges of Education held at Columbus, Ohio, in April 1972. The author argues that career education is a practical solution to the increasingly disfunctional role of traditional education. Organized around a functional priority of life roles, the careers curriculum tries to integrate the general school curriculum so that education will be functionally related to the performance of career roles. The objective is to combine the pedagogical heritage of the past and the technical sophistication of the present to create a unified educational system that has a relevant academic curriculum and a humanistic vocational one. Installation of a careers curriculum requires a unique relationship between community and school that goes beyond public relations and enables the school system to use community facilities and manpower.

A good overview of current issues in career education is presented.

Report of the 1970 Federal Summer Employment Program. Philadelphia: Veterans Administration Center, 1970.

This report covers the fourth year of the summer employment training program for disadvantaged youth. The Pennsylvania State Employment Service assisted in the recruitment of faculty and trainees who conducted classes in English, mathematics, and typing. Placement of trainees at the end of the program and innovative ideas for the future are also discussed. The training methods implemented in the program are detailed, and training aids and sample course materials are provided. This report provides informative reading for job training supervisors, reading and mathematics instructors, summer program directors, and youth employment coordinators.

Rhyne, R. F., et al. A Futures Perspective on Employer-Based Career Education. Menlo Park, Calif.: Stanford Research Institute, 1971.

Employer-Based Career Education (EBCE) aims to familiarize students with a number of jobs and prepare them for those occupations by exposing them, first-hand, to various careers. Specifically, its goals are (1) to reduce gratification lag by allowing earlier participation in occupations; (2) to aid students toward a responsible occupational choice by exposing them to several job experiences; (3) to provide knowledge, attitudes, and generalized skills which are necessary for a variety of entry-level jobs; and (4) to provide a total educational system, preparing students either for immediate employment or further education. How such a program would function and what success it would have depends on what the future in this country is like. Here, six "scenarios" of the years up to 2000 are outlined tracing possible trends in personal values and the nature of the government. The way each scenario would affect EBCE's goals and assumptions is then discussed.

The career information provided in this document has direct value as a resource for students and for preparation of personnel in career education to work with students.

Roberts, Markley. Pre-Apprenticeship Training for Disadvantaged Youth: a Cost-Benefit Study of Training by Project Build in Washington, D.C. Washington, D.C.: American University, 1970.

This study focuses on the benefits and costs of pre-apprenticeship institutional training aimed at reducing the employment problems of male inner city Negro youths. Using a sample of 195 youths in Project Build, including 110 graduates, 20 dropouts, and 65 applicants who were not accepted, interviews were conducted to gather data on individual characteristics and employment success. Comparison of the total benefits and costs to the individual and to society shows that the training program is a worthwhile investment which can help hard-core disadvantaged youth to enter apprenticeship programs, with benefits far greater than the cost of training.

Teachers of disadvantaged youth as well as specialists developing programs in this area should find this document useful.

Rochow, Robert J. Pontiac Vocational Career Development Program. Interim Report. Pontiac, Mich.: Pontiac City School District, 1971.

During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance and counseling, and initial job placement. Major results and accomplishments achieved during the year for the elementary component include (1) providing 191 teachers with information and work units; (2) using 150 role models; (3) counseling 1,500 elementary students; (4) conducting 450 teacher conferences; and (5) establishing an interdisciplinary team in each of the nine elementary project schools. Accomplishments for the secondary component include (1) establishing a new management team; (2) conducting meetings with a counselor evaluation committee; (3)developing a unit for grades seven, eight, and nine on career development; and (4) developing a questionnaire to determine students' vocational interests. A complete description of the project including an evaluation and sample work unit is contained in this document.

Rosenshine, Barak. Critique of the Model Teacher Elementary Education Programs. 1971.

Four ideas concerning the model elementary teacher education programs are developed in this paper. They are as follows: (1) the emphasis on performance criteria in teacher education programs is valuable because behaviors are specified in terms of specific trainee skills; (2) the justification for specific performance criteria is shaky, and there is no strong or emerging research base; (3) validation of performance criteria is recommended in terms of trainee behavior on student growth; (4) there is a need for training teachers to use new curriculum packages.

Elementary school teachers and their supervisors will find that this publication will suit their needs.

Rosner, Benjamin, et al. The Power of Competency-Based Teacher Education. Princeton, N.J.: Educational Testing Service, 1972.

This committee was established to make recommendations for program development to the U.S. Office of Education, Bureau of Educational Personnel Development and Task Force '72. The recommendations focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives for in-service teacher training. Major recommendations for a five-year program plan include specific activities to define and make explicit the competencies of educational personnel within the career line of paraprofessional, provisional and permanently certified teacher, and master-level teacher or teacher trainer.

Ideas on developing specific performance responsibilities, competency-based certification procedures, and in-service program upgrading make this document a suitable one for all teacher education personnel at the local, state, and national level.

Sanoff, Joan. Self-Awareness through the Creative Arts.
Raleigh: North Carolina Department of Labor, 1971.

The New Careers program attempts to create a group of jobs in the area of human services which will provide a "career ladder" through which low-income, minimum-education individuals can progress from an entry level position up to a professional rank if the educational requirements are met.

The development of a positive self-concept through art, poetry, dramatics, and literature provided the basis for an exploratory course presented to a group of enrolees in the New Careers program. The students, whose work is presented in this booklet, received on-the-job training in child development centers while receiving classroom instruction to prepare them as assistant preschool teachers. The booklet should be interesting to New Careers program directors and specialists in paraprofessional education.

Schaefer, Carl J., and Ward, Darrell L. A Model for a Comprehensive State Personnel Development System in Vocational Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, July, 1972.

Based on the theme of the 1971 State Directors Leadership Development Seminar held in Las Vegas, Nevada, September, 1971, this publication attempts to present a model for a comprehensive personnel development system in vocational education.

The publication consists of three major sections (1) "A Rationale for a Comprehensive Plan," (2) "The Delivery System," and (3) "Exemplary Model Programs." The first two sections provide an overview of the system to acquaint the readers with the general characteristics and underlying assumptions of the system. Section 3 provides examples to show how the system will work in the educational setting.

The section on suggested federal and state action outlining functions, activities of the organizations as well as recommendations should be very useful for those responsible for developing such a program.

The publication contains useful information and guidelines which could be applied in developing similar programs not only in the field of vocational education but in other fields. The information in this publication will be of assistance to state directors, program developers, curriculum specialists, trainers and others involved in personnel development.

Schrupp, Harold A. A "Career Ladder" Approach to Junior College Curriculum (Seminar paper), May, 1971. (Unpublished)

More attention should be paid to the building of career guidance and career curriculum programs with exit points that enable the student to seek employment at any time in an entry level position and/or to continue his education. Some of the best "career ladder" programs are the federally sponsored new career programs. A number of the California junior colleges involved in this program are listed and the details of their programs discussed. The following guidelines are given for construction of a "career ladder" curriculum: (1) identify specific titles of jobs that are available; (2) apply a job analysis to the occupation; (3) organize the curriculum to reflect specific behavioral objectives; (4) develop evaluation criteria; and (5) develop the curriculum. Examples of programs with related employment possibilities are listed for: human services, municipal services, accounting, agronomy, aerospace drafting technology, agri-business, air transportation-commercial pilot, air transportation general, architectural technology, civil technology, environmental science technology, marine laboratory technician option, journalism, and industrial drafting.

________________. Opening the Doors a Little Wider: High School Students Attending Junior Colleges (Seminar paper), May, 1971. (Unpublished)

Through the Veysey and the Regional Occupation Program/Regional Occupation Center (ROP/ROC) Acts, junior colleges can assist high school students in gaining skills for immediate employment on high school graduation. In an attempt to develop an early introduction to technical skills, the Veysey Act (initial legislation 1963; amended 1967) allows high school students to attend junior college classes part time with both schools counting attendance, and the student receiving either high school or junior college credit. The ROP/ROC legislation (1963 and subsequent amendments through 1969) encourages county-wide systems of vocational education through regional programs and centers where vocational, technical, and occupational preparation can be extended to more students than can be served by a single district. Innovations that might encourage students to take occupational classes are (1) the "career ladder" approach, where students acquire specific skills for entry-level positions, leave school to work, and return for an upgrading of skills for a higher job; and (2) "package learning" or classes of any length that enable the student to enter any time rather than just in September or February. Included is a report on an Organe Coast College and Golden West College (California) survey of high school students enrolled in college classes.

The Secretary's Regional Conferences on Vocational Education, Seattle, Summary, 1971. Washington, D.C.: Office of Education (DHEW), 1971.

At this Region 10 conference called by the Secretary of Health, Education and Welfare, 157 participants from Washington, Oregon, and Idaho met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the two-day conference was that schools must focus attention on the career needs of all students, not just those going to college. To accomplish this, schools must consider new approaches through revised and broadened curriculums and place considerably more emphasis on guidance and counseling services that aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement.

Selected References for Career Education. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This listing is prepared by The Center for Vocational and Technical Education and contains references on significant documents currently available on "Career Education." The references should prove useful for planning, implementing, and operating career education programs. Instructions for ordering ERIC documents are attached to this reference list. Copies of the list, which is periodically updated, may be requested from Users' Services, Information Services Division, The Center for Vocational and Technical Education.

Seymour, John C., and Blackburn, J. Vernon. Priority Need in SPA: Program Specialists. A New Approach to Student Advising in Higher Education. Alabama: Alabama University, 1970.

The purposes of this paper are to (1) state basic assumptions underlying a new and different approach to serving college students in their personal growth; (2) describe the desirable characteristics of a comprehensive educational-vocational development program at the college level; (3) examine the status of current higher educational practices; and (4) discuss the role and functions of the program specialist - a new student personnel type proposed in the paper. It is argued that a new specialization is needed in collegiate student personnel work which is referred to as "student program specialist." In this role, he would be responsible for all student academic advising and general career development.

Shank, Paul C., and McElroy, Wayne. The Paraprofessionals or Teacher Aides: Selection, Preparation, and Assignment. Midland, Mich.: Pendall Publishing Company, 1970.

This handbook has been designed specifically to aid teachers and administrators in hiring and placing paraprofessional personnel. The handbook has a three-fold purpose: (1) to provide teachers and school administrators with a guide for the selection, preparation, and assignment of teacher aides; (2) to set forth some practical information for teacher aides; and (3) to present lessons of proven worth and three methods of organization for the teaching of these lessons. Instructional programs for teacher aides may be offered by personnel within the school district, a college, an adult education program, or a two-year college terminal program. The handbook can serve as a guide for personnel directors charged with the responsibility of initial acquisitions and upgrading of paraprofessional personnel. Administrators introducing paraprofessional teachers into their schools for the first time will find this handbook a valuable aid.

Short-Term Training: Multiple Institutes for Metropolitan Areas (Eastern United States). Volume II, Appendices of Selected Resource Materials Relating to the Organization and Administration of the Total Project. Philadelphia: Temple University, Division of Vocational Education, 1972.

This volume contains selected samples of resource materials and other products used with ten short-term institutes aimed at improving vocational education and manpower training in metropolitan areas. Arranged in appendix format, the volume includes (1) tables relating to participant selection; (2)

application form and invitation letter samples; (3) institute evaluation instruments; (4) sample planning agenda and program brochures; (5) popular summary report; (7) participant, consultant and resource personnel recognition; and (8) identification of multiple institute reports. The popular summary report includes a summary of the problems, findings, and recommendations of each institute. Individual institute reports are also available from ERIC, and order numbers are included in this volume. Volume I, the final report for the ten institutes is also available.

Silverman, Leslie J., and Metz, Stafford. Selected Statistics on Educational Personnel. Washington, D.C.: National Center for Educational Studies (DHEW), 1970.

This document presents and develops existing statistical data on the education professions. Topics and problems concerning teachers that are examined in detail are: numbers of teachers; institutions in which they teach--including public schools, higher educational institutions, and vocational and technical schools; whether there are sufficient numbers to meet existing needs of pupils; personal and professional characteristics of teachers; and the ways in which persons enter teaching as a career. Statistical tables, which constitute approximately half of the document, are interspersed with text.

Sisk, Jean C. Cooperative Involvement of Administrator-Supervisor-Teacher is the "Right Mix" for Inservice Training. Speech given at the 60th Annual Convention of the National Council of Teachers of English (Atlanta, November, 1970).

As an outcome of a pilot inservice training course in newer approaches to English-language teaching, an EPDA basic studies project for inservice training in elementary language arts was begun in Baltimore county schools. The people who were involved in a cooperative effort included college consultants, administrators, staff supervisors and instructors, and teachers. This document is appropriate for language arts teachers, administrators, and supervisors.

Social Service Aide Project. Summary Reports and Proposals. Chicago, Ill.: YMCA of Metropolitan Chicago.

This project is part of the Chicago YMCA's Career Options Research and Development Project. Included are (1) "A Report of a Pilot Social Service Aide Program"; (2) "Pilot D: Human Services Career Development Program (High School Education and Training)"; and (3) "Phase 3 Proposal of Social Service Aide Project for the Training and Education of Paraprofessionals."

The reports touch on issues of manpower needs, credentialed versus non-credentialed workers, career ladders, possibilities of early career entry and on-the-job training, and bridging the gap between academic learning and professional competence in the field. These discussions could be of value to personnel in education concerned with designing career programs appropriate to needs of both workers and communities.

Soles, Stanley. Final Report of the 1970-1971 Auxiliary Educational Career Unit. ESEA Title I. New York: Teaching and Learning Research Corp., 1971.

The objectives of the Auxiliary Educational Career Unit were to (1) upgrade the basic skills of education assistants; (2) administer and coordinate a training program for staff trainers of paraprofessionals, educational assistants, and associates; (3) provide practicums for 750 education assistants in community colleges; (4) prepare training guides for education assistants; (5) provide technical assistance to other programs using paraprofessionals; and (6) administer the comprehensive career program for 750 paraprofessionals, including inservice training, college enrollment, and promotions. Descriptions of programs, evaluation procedures and recommendations are given.

This report is appropriate for personnel in programs which link community college and university resources with community and public school operations.

Soong, Robert K. Career Ladders and Core Curriculum in Human Services. Phase II Final Report. Chicago: YMCA of Metropolitan Chicago, 1970.

This portion of Phase 2 of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, represented an attempt to broaden the career ladders developed during Phase 1 and to extend the core curriculum above and below the associate in arts degree. The scheme of the career ladders was broadened by standardizing the six levels of occupational status (professional, technologist 1 and 2, Technician 1 and 2, and trainee) in terms of educational achievement and/or life/work competency, ultimately gauged by the worker's range of functions in dealing with people, data, and things. This information is provided in chart form, and each occupational status category is described in terms or functions with people, data, and things. In addition, the core curriculum for each occupational status category was developed for secondary and postsecondary levels, and these outlines are included in the report.

Soong, Robert K., *et al*. *Core Curriculum for Human Services. Career Options Research and Development*. Chicago: YMCA of Metropolitan Chicago, 1971.

Developed through the Career Options Research and Development (CORD) Project, this report presents, in outline form, a core curriculum for the human services area. Specific objectives of the CORD Project were as follows: (1) application of job analysis to positions in the social and human services; (2) organization of tasks and skills into career sequences accompanied by job descriptions and appropriate wage levels; and (3) development of a curriculum for paraprofessionals leading to the associate of arts degree. To realize these objectives more than 2,000 tasks were inventoried and eventually structured into five-step career ladders for (1) health, (2) mental health, (3) child development, (4) casework, (5) group work, (6) community organization, and (7) social service administration. Major sections of this report are (1) typical projected education-employment in the human services; (2) scales developed by CORD in arriving at core curriculum; and (3) core curriculum. The section on core curriculum describes the high school core, the certificate core, the associate degree core, and baccalureate and advanced degree courses.

____________________. *A New Educational Approach to Careers in Human Services. Career Options Research and Development*. Chicago: YMCA of Metropolitan Chicago, 1971.

Prepared through the Career Options Research and Development (CORD) Project, this document presents a brief summary of efforts to develop curriculums and programs for the human services areas. Aimed specifically toward the training of the economically disadvantaged for paraprofessional positions, the report presents (1) background information concerning project CORD, (2) definitions of terms, (3) objectives and findings of Project CORD, and (4) a listing of career options advisory documents. Also included is a human services career ladder depicting employment and educational requirements for the (1) high school trainee level, (2) technician 1 level, (3) technician 2 level, (4) technologist 1 level, (5) technologist 2 level, and (6) professional or graduate level. Curriculum outlines for the above levels are included in the Appendix.

State University of New York and the State Education Department, Department of Teacher Education and Certification. *A New Style of Certification*. Albany: the University and Department, 1971.

Support continues to grow for the concept that certification should be based on a teacher's demonstrated abilities instead of being used solely on his completion of a formal collegiate program. This document proposes a set of process standards to be followed in developing trail projects in teacher education that will lead to a certification that signifies a measure of competence.

New York State's experience with teacher-based performance criteria should be interesting to other educators developing evaluative programs along the same lines.

Stevenson, William W., and Sandlin, Blan E. Evaluating Career Guidance, Counseling and Placement--State Level. Identifying Areas of Concern and Determining Evidences Needed for Evaluation: Career Guidance, Counseling and Placement--State Level. Oklahoma City: Oklahoma State Dept. of Education, 1970.

The overall purpose of these papers is to provide a background working paper to serve as a basis for developing a system for evaluating states' programs in career guidance, counseling and placement. An extensive review of published materials is summarized into three areas (1) the accomplishments, limitations and trends of the current guidance effort; (2) the major concerns of guidance people; and (3) criteria for evaluating programs and identifying methods of improving vocational guidance services. Taking this information as a point of departure, the second paper recommends a procedure for securing the information, within a state, about major areas of concern and about evaluative criteria, i.e., evidences which show a program to be effective. A sampling of pertinent state level personnel as well as local administrators, student, teachers, and teacher- and counselor-educators were presented lists of identified items under each classification and asked to rank them. Results were presented.

Summers, Ruby. Methods and Techniques for Improving the Educational Aspirational Level of Senior High School Students. Columbia, Mo.: Missouri University, 1970.

This paper presents methods and techniques for improving the educational aspirational level of disadvantaged senior high school students. The objectives of the program are listed, followed by a list of ten activity areas within which the substance of the motivational thrusts of the project are to be implemented. The activity areas are discussed. These include general orientation activities, exploration of the worlds of beauty and work activities, motivation through models using resource people, reward activities, cleanliness and orderliness activities, counseling services, student participation and publicity, extended day activities, and motivation through films. Both specific objectives and a plan for action are given for each of the above activities. A basic organization for the program is then explained, as well as the various methods of evaluation which will be used.

This document is of interest to guidance counselors as well as teachers and administrators. Teachers of the disadvantaged, motivation experts, and curriculum specialists will be helped by the specific suggestions in this document.

Swanson, Gordon I. Career Education. Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1971.

Five factors have influenced the movement in the United States now described as career education. Vocational educators might contend that this is another stage in the developmental history of vocational education, while others say that it is a natural consequence of concomitant advances in education. Another influence was work done by the National Advisory Council on Vocational Education. Career education movements in Europe and the Soviet Union influenced the scene world-wide, and a fifth explanation credits the United States Office of Education and state education agencies with strong leadership. Various approaches to career education focus on (1) the philosophical commitment, (2) the essential components, (3) utilization of an educational delivery system, (4) education levels from the elementary grades through adult education, and (5) program which is concerned with outcomes. In the school-based model, career education needs to be integrated into the entire school curriculum rather than to be a separate course. Characteristics of schools with exemplary school-based programs, assumptions which mitigate the influence of career education, problems for implementation, and developmental needs are discussed.

Taylor, John E., et al. An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. Alexandria, Va.: Human Resource Research Organization, 1972.

The design of a proposed occupational clustering system for the Comprehensive Career Education Model (CCE) was to meet three general criteria (1) encompass most existing jobs, (2) translate into an entire kindergarten through twelve curriculum, and (3) show clear advantages over other systems. However, upon examination of existing clustering systems for relevance and possible adaptation, no one system met all the criteria. Therefore, a new clustering system was devised by synthesizing useful features of existing systems. The proposed system has two crucial dimensions--one, stressing functions and contents of occupations and the other, emphasizing status or levels of occupations. The proposed clustering system was planned to fulfill three instructional functions: (1) to inform students about the world of work; (2) to assist students in choosing a suitable career; and (3) to provide models to shape instructional objectives and learning experiences.

This report has value for the career education program planner and has implications for planning for personnel development programs in career education.

Taylor, Robert E. *Career Education: Implications for Increased Educational Relevancy*. Presented at the Central New York School Study Council Career Education Conference, October, 1972.

The paper sets forth the three major factors in evolution of the concept of career education: (1) redirected educational goals, (2) educational legislation, and (3) research in human development. The purpose of career education is to increase career options for the individual and facilitate more rational career planning. Career education is seen as a developmental process beginning in kindergarten and continuing through adulthood. Presently there are four settings in which career education occurs: school-based, employer-based, home/community-based and residential-based.

The paper is an excellent overview of career education suited both to laymen desirous of understanding the concept of career education and to career education specialists seeking a concise presentation of the rationale and concept of career education.

__________________. *Perspectives on Career Education*. Presentation at the meeting of the Oregon Association of School Administrators, Corvallis, Ore.: 1972.

The primary motive for developing career education is the large number of students graduating or leaving schools who are unable or ill-equipped to enter the labor force. This situation is compounded by a fragmented, disjointed, and uncoordinated educational system. The concept of career education is not a new or revolutionary idea; rather, it has evolved as a result of redirected educational goals, educational legislation, and research in human development. Career education has not been precisely defined, but it has been conceptualized as a systematic attempt to increase the career options open to students and to facilitate more rational and valid career planning and preparation. Career education is viewed as a developmental process beginning in kindergarten and extending throughout a student's schooling. The student progresses from awareness and orientation to exploration and skill development in a continuous advancement toward a career. Currently, there are four alternative ways of delivering or facilitating career education goals, including school-based, employer based, home-based, and residential-based models. Each of these models is described, and several factors to be considered in undertaking this major redirection of the American school system are presented and discussed.

Theimer, William C., Jr., ed. Career Opportunities Programs. Improving Opportunities for Success in Education, Stockton, Calif.: Laboratory of Educational Research, April, 1971.

The Career Opportunities Program (COP), is designed to train persons in low-income areas to teach children from low-income areas. Emphasis is put on connecting COP with public schools, parents and community groups, and within a larger framework of career lattices for greater individual mobility and better school staff utilization.

This ambitious project will be of interest to all concerned with interfacing local school, college, communtiy, and State Department of Education functions in a unified program.

Theimer, William C., Jr., and Darcy, James A. An Evaluation of the New Careers in Education Program, 1970-1971. Stockton, Calif.: University of the Pacific, Laboratory of Educational Research, 1971.

The joint project of the Stockton Unified School District, the Sacramento City Unified School District, and the University of the Pacific was designed to recruit into the teaching profession low-income people who have completed two years of college and to expand community involvement in education through intern participation. Interns worked in the school community a minimum of five hours per week in addition to four hours a day in local school classrooms and a minimum of ten hours each semester at the university. Preservice orientation included planning sessions for team leaders and directors, workshops for interns, and meetings with community leaders. The interns took their methods, curriculum, sociology foundations, and student teaching courses in special classes designed for them. Their work in school classrooms was increased until they were in complete charge of classroom management. A comprehensive evaluation of the program was not possible because adequate advance provision had not been made and there were no clearly stated measurable objectives. Evaluation was based on interviews and questionnaires, ratings by team leaders, and standardized test results for pupils. From the data available, the program successfully reached its first year's goal, resulting in the preparation of a group of interns who were well equipped to teach disadvantaged children.

Theimer, William C., Jr., ed., et al. Projects in Progress: a Description of Learning Programs for the Disadvantaged Stockton, Calif.: University of the Pacific Laboratory of Educational Research, 1971.

Four summaries of projects funded by the Division of Compensatory Education, California State Department of Education are described in this booklet. They are (1) Professional Development Centers which provide training programs in reading and math instructional techniques for local elementary school teachers and university student teachers; (2) research and teacher education projects to provide poverty-area teachers with instructional techniques which will increase these teachers' effectiveness with disadvantaged students; (3) Education Professions Development Act, through which teachers are trained to work in isolated areas, and (4) New Careers, recruiting and training for teaching individuals with poverty backgrounds. Objectives and evaluation procedures are included in each summary.

These programs are examples of career education alternatives generated to meet specific needs, but utilizing existing higher education resources.

Trade and Industrial Education--Instructional Materials. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1972.

This compilation presents over 1,150 resumes of instructional materials in trade and industrial education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), fall 1967 through fall 1971. Resumés cover a broad range of fields and occupations, such as apprenticeships, building design and trades, cooks, cosmetology, industrial technology, and metalworking. The resumés are arranged in ascending order according to an accession number and include the following information: (1) author(s); (2) title; (3) institutional source; (4) sponsoring agency; (5) grant, contract, and program area numbers; (6) report and bureau numbers; (7) sources of availability; (8) descriptors and identifiers which characterize the contents of the document; and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section.

Transitions in Agricultural Education: Focusing on Agribusiness and Natural Resources Occupations. Washington, D.C.: Office of Education (DHEW), Division of Vocational and Technical Education, 1971.

With the increasing emphasis on the concept of career education, there is a need to integrate world of work activities and existing vocational education programs. To achieve this, 279 teachers, teacher educators, state personnel, and industry representatives met to formulate objectives and to suggest specific action steps in each of nine areas. These areas were (1) the scope of education in agribusiness and natural resources occupations; (2) manpower data and training needs in agribusiness and natural resources; (3) meeting the needs of people in target groups; (4) providing occupational experiences; (5) guidelines for developing and using student performance objectives; (6) transitions in organizations for leadership development in students; (7) preparing and improving professional personnel; (8) providing instructional programs for adults; and (9) providing information and obtaining public understanding. Forty-seven states and Puerto Rico were represented at this four-day seminar.

Trowbridge House Geriatric Aide Program. Final Report. Hudson, Ohio: Trowbridge House, Inc., 1971.

The Trowbridge House Geriatric Aide Program, performed at MDTA Centers in Akron and Cleveland, Ohio, was developed to demonstrate whether the active and positive recruiting methods widely used by proprietary schools could be adapted to obtain more and better qualified disadvantaged persons for skills training; whether a high quality, pre-vocational independent study program (on tape cassettes); presenting orientational, motivational, and communications skills materials could be combined with traditional classroom and laboratory hands-on training to produce "better adjusted, more highly skilled, and more personable" trainees; and whether close relationship throughout the program between trainee and program coordinator, whose role in job development is significant, would result in high placement. Extraordinary results of 82 percent completion and 98 percent placement at starting salaries significantly higher than anticipated indicate wide application to skills training of positive recruiting techniques, pre-vocational home study programs, and close relationship with program coordinator.

Tuckman, Bruce W. An Age-Graded Model for Career Development Education. Trenton: New Jersey State Department of Education, Occupational Research and Development Branch.

This paper presents a career developmental model covering the ages of five to eighteen. Career development education includes experiences which facilitate self-awareness, career-awareness and career decision-making. Before choosing a model for career development, it is necessary to decide on a model for child development. The model developed here borrows heavily from the work of Harvey, Hunt, and Schroder for four basic stages, and proposes four other stages in terms which form the basis for subsequent extension. The career development experiences were combined with the eight stages of child development to form a matrix of twenty-four cells. Processes and media appropriate to each cell were derived, thus providing a matrix which serves as a base from which activities can be generated.

The developmental model has implications for many areas of career education--child development theory, classroom career experiences, career education curriculum development, and educational philosophies and methods.

University of Maine Adult Learning Center for the Model Neighborhood in Portland, Maine. Phase I. Final Report. Portland: Maine University, 1971.

Hoping to upgrade and expand educational and employment opportunities in the Portland, Maine area, a learning center project was set up to meet the needs of people sixteen years of age or older who had completed less than eight years of education. The project consisted of five phases: (1) designing an innovative teaching facility; (2) developing new methods for teaching adult education; (3) coordinating approaches in order to relate education/career programs to employment; (4) developing educational/employment ladders; and (5) establishing and implementing a research/evaluation program. A cyclical model of adult learning was designed and can be used in other communities pursuing intensive adult education programs. The model can facilitate the testing of innovative programs, refining and discarding them as results prove useful or in need of modification.

U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Research and Development. The Power of Competency-Based Teacher Education. Washington, D.C.: the Center, 1971.

The recommendations presented in this document focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives of in-service teacher training. Developing competency-based programs is considered essential to the accountability of both pre- and in-service teacher education, as well as for research relating teacher behaviors to measure of school effectiveness.

All segments of the teaching profession concerned with upgrading teacher proficiency levels should be directed to this document.

Vetter, Louise, and Sethney, Barbara J. Planning Ahead for the World of Work: Research Report Abstract, Teacher Manual, Student Materials, Transparency Masters. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1971.

Expanding educational and occupational opportunities for girls and women have occurred as attitudes toward women workers have become more liberalized and as legislation has provided for such opportunities and changes. However, research has indicated that many secondary-school-age girls have unrealistic educational and vocational plans and incomplete knowledge of relevant facts about the world of work. Therefore, the purpose of this project was to develop a package of curriculum materials designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles. Curriculum and demographic items were developed and pilot tested at the seventh, ninth, and eleventh grade levels. It was found that students at all grade levels gained information about the world of work and women's roles in employment through the use of these materials. A major recommendation was that, with slight revisions, the materials would be appropriate to use with classes of boys and girls.

Vocation as "Calling." Denver: Education Commission of the States, 1971.

It is essential that priorities be realigned and that we return to the concept of education as career preparation. This should include the full range of educational endeavors from preschool through graduate school and adult education. Each state should have a complete plan for occupational education that includes priorities, immediate and long-range goals, funding, and student interests. The task force recommends that Federal education agencies recognize and support occupational education on all grade levels, and that particular concern be given to legislation for post-secondary education. Guiding principles for states in developing their leadership role involve continuity, planning, coordination, innovation, and evaluation. Local and institutional policies and practice determine the ultimate success or failure of a program, and they should provide flexibility, cooperation, and data necessary for a successful operation. Also, accreditation and certification requirements should be recognized and planned for.

Vocational Development in Grades Seven, Eight, and Nine. A Resource Guide Integrating Selected Vocational Development Concepts with Eight Areas of the Curriculum in Grades Seven, Eight, and Nine. Beacon, N.Y.: Mid-Hudson Career Development and Information Center.

Developed by representatives from state guidance, education, and employment, this resource guide was designed to facilitate the integration of career education concepts into the curriculum of junior high schools. Recognizing that career development is a life-long process, learning experiences to develop work concepts and attitudes are outlined for (1) English, (2) mathematics, (3) physical and life sciences, (4) social studies, (5) art, (6) home economics, (7) industrial arts, and (8) physical education. Most of the activities are concerned with development of attitudes and skills associated with vocational awareness, and are designed for teachers who are concerned about, but not necessarily trained in, vocational learning-maturation. Activities emphasize work functions and worker trait components and exposure to relevant concepts, and should be adapted by the teacher and used with other related tools. In addition to identifying concepts to be taught, the guide also outlines content, teaching techniques, and resources. Included in the appendixes are data on classifying occupations.

Vocational Development in the Elementary School. A Curriculum Resource Guide. Beacon, N.Y.: Mid-Hudson Career Development and Information Center, 1970.

This resource guide for vocational development curriculums in the elementary grades provides subject content, concepts, teaching techniques, related concepts, and resources for occupational activities, focusing mainly on social studies. The program works from the principle that all young people will be entering the world of work; therefore all students are continuously exposed to community economic opportunities, good work habits and attitudes are encouraged, and community involvement in the curriculum is stimulated. Presented separately for the primary and intermediate grades in a five-column format, this chart for elementary school teachers covers five areas by means of questioning techniques. These five areas were (1) philosophical, (2) sociological, (3) psychological-physiological, (4) economic, and (5) educational. Developed by a workshop of elementary school teachers, this curriculum supplement incudes appendixes giving selected job titles, instructions for using the dictionary of occupational titles, and a circle graph on job benefits. Space for the teacher's notes is provided.

Vocational Education: Innovations Revolutionize Career Training. Education U.S.A. Special Report. Washington, D.C.: National School Public Relations Association, 1971.

This report was written to inform the educational community of new developments in the area of vocational education. The national concern for vocational education programs and the Vocational Education Acts of 1963 and 1968 as turning points are discussed. The concept of occupational education for all ages, action at the state level, and trends in the curriculum point out specific developments. The guidance and counseling services, and the accreditation, teacher education, and certification problems are outlined. Exemplary projects are classified as (1) career development programs, (2) career guidance and counseling, (3) inner-city projects, (4) rural-oriented projects, (5) cooperative education programs, and (6) projects for disadvantaged youths. Authorizations and appropriations for various sections of the amendments are listed.

Vocational Instructional Materials for Agriculture Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for agricultural education which were produced by federal agencies and appropriate for the following subject matter areas: (1) production, (2) supplies and services, (3) mechanics, (4) agricultural products, (5) ornamental horticulture, (6) natural resources, and (7) forestry. Where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the agriculture area, instructional materials which may have general application to any vocational area are classified into the following categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

Vocational Instructional Materials for Health Occupations Education Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for health occupations education which were produced by federal agencies and are appropriate for the following subject matter areas: (1) dentistry, (2) medical laboratory technology, (3) nursing,

(4) rehabilitation, (5) radiology, (6) opthalmology, (7) environmental health, and (8) mental health technology. Where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the health occupations area, instructional materials which may have general application to any vocational education area are classified into the following categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

Vocational Instructional Materials for Home Economics Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for home economics education which were produced by federal agencies and are appropriate for the following areas: (1) preparation for personal, home, and family living, and (2) preparation for occupations utilizing home economics knowledge and skills. Both areas are further subdivided into specific subject matter areas. In addition to the home economics area, instructional materials which may have general application to any vocational area are classified into the following categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

Vocational Instructional Materials for Office Occupations Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for office occupations education which were produced by federal agencies and are appropriate for the following subject matter areas: (1) accounting and computing; (2) data processing; (3) filing, office machine, and general office; (4) information communication; (5) materials support; (6) personnel, training, and related occupations; (7) stenographic, secretarial, and related occupations; (8) supervision and administrative management; and (9) typing and related occupations. Where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the office occupations area, instructional materials which may have general application to any vocational area are classified into the following categories: (1) basic education, (2) guidance and counseling, (3) teacher education, and (4) disadvantaged/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document concents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

Vocational Instructional Materials for Technical Education Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for technical education which were produced by federal agencies and are related to the following subject matter areas: (1) engineering, (2) agriculture, (3) health, (4) office and (5) home economics. Where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the technical education area, instructional materials which may have general application to any vocational area are classified into the following categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvanted/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

Vocational Instructional Materials for Trade and Industrial Occupations Available from Federal Agencies. Portland, Ore.: Northwest Regional Educational Lab, 1971.

This annotated bibliography lists curriculum materials for trade and industrial education which were produced by federal agencies and are appropriate for thirty-six subject matter areas, including (1) air conditioning, (2) appliance repair, (3) automotive services, (4) aviation, (5) blueprint reading, (6) commercial arts, (7) construction and maintenance, (8) drafting, (9) electronics, (10) fabric maintenance, (11) graphic arts, (12) instrument maintenance and repair, (13) metalworking, (14) quantity food occupations, and (15) refrigeration. Where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the trade and industrial area, instructional materials which may have general application to any vocational area are classified into the following categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped. Internal and external entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotation, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials and interpreting citations.

Wallace, Hilda. The Paraprofessional Mental Health Worker: What Are We All About? N.Y.: American Orthopsychiatric Association, 1970.

This paper presents, from the worker's point of view, ways in which paraprofessionals have related to clients, agencies, and the community, in their own idiom, often giving and receiving help that the professional staff were unable to obtain. The author discusses the following in detail: (1) important aspects of the black community that relate to patient service and background of the worker; (2) the participation of psychiatric rehabilitation workers in patient service, community involvement, and organizational structure; (3) ways in which the paraprofessional staff have worked through their problems together; (4) the career ladder which has been developed; (5) questions about the future of this group; and (6) dreams for tomorrow, for patients and staff.

Walter, Kenneth A. Authoring Individualized Learning Modules: a Teacher Training Manual. Rockville, Md.: Montgomery County Public Schools; Washington, D. C.: National Center for Educational Research and Development, 1970.

Experienced teachers may learn from this manual how to construct individualized teaching packages. Based on the sequential steps for producing learning materials, a variety of activities for diagnostic, instructional, and evaluative purposes are included.

Administrators and curriculum specialists will profit from familiarizing their staffs with the use of individualized teaching packets.

Warren, Barry. Pilot "B" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report. Chicago: YMCA of Metropolitan Chicago, 1970.

Evaluation during Pilot B of Phase 2 of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services,

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was conducted on eleven courses offered in social service and child care at Kennedy-King College, Chicago. Questionnaires, which were derived from a task analysis inventory and sent to over 500 students, were returned by 367 and provided information on the course taken and the time, nature, and area of employment. Most of the students worked full time, and the largest employment areas were within schools. Primarily paraprofessional positions, and factory jobs. These were followed by business, social service, and medical positions. In addition, large numbers of students responded that they had performed the tasks presented, but many students felt that the courses did not help them perform the activities. The findings revealed that the curriculum as offered did not fully achieve the core curriculum goal and design. Results further show the need for course modification and precourse orientation of the instructors.

Weing, Robert E., and Wolansky, William D. Review and Synthesis of Literature on Job Training in Industry. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1972.

This paper describes the state of the art of job training in industry and the best linkages that can be developed between vocational-technical education and industry. Points made include (1) job training is being greatly improved by large industries through use of the systems approach and better evaluation strategies; (2) cooperative student training is considered by industry to be the best type of vocational-technical education; and (3) people-related problems are presently of greatest concern to industry.

The industrial job training policies and programs described in this paper can be of value in developing curricula which help students make a better transition from school to work.

Wetzel, Jean. Pilot "A" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report. Chicago: YMCA of Metropolitan Chicago, 1970.

During pilot of Phase 2 of the Social Service Aide Project under a contract designed to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, Prairie State College, Chicago Heights, introduced two courses into its curriculum, a group work course and a field practicum. The sixteen enrollees were recruited among staff and volunteers of Chicago Heights agencies and organizations, most were middleaged, worked at least part time, and had family responsibilities. Evaluation was performed by the students through questionnaires and informal discussions, the instructors, agency directors, and others. Low attrition and high attendance rates as well as positive

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evaluation by students contributed to course success. It was concluded that testing an innovative curriculum requires teachers who understand and agree with the method of creating that curriculum. In addition to the evaluation, interpretive analysis was mode of the specialized courses and human services core curriculum, content of required courses and the outline for associate degree, and the success and significance of the group work and practicum courses.

Willingham, Warren W., et al. Career Guidance in Secondary Education. N.Y.: College Entrance Examination Board, 1972.

This report represents a review of recent developments in secondary school guidance, the result of an extensive search of the literature and ongoing activities in the field. Areas of primary consideration include educational guidance, career development, and vocational counseling; obvious functions of secondary school guidance are not addressed in favor of searching for objectives related to career guidance. Major objectives of career guidance reviewed for this report focus in the areas of educational awareness, career awareness, self awareness, and planning skills.

This document is organized into three parts: a narrative summary, a series of charts displaying a valuable analysis of guidance in secondary schools, and an annotated bibliography. It should be noted that a considerable amount of the literature was in process of being written; however, serious effort was made by the authors and staff to interview those who were generating or were scheduled to generate literature in the field. Also, it should be pointed out that this review is not exhaustive with respect to illustrative programs; it does, however, provide a reference and framework describing major movements in career guidance at this time.

Wilson, Norean, and Esposita, James. The Development and Implementation of an Integrated Career Centered Curriculum for Elementary Grades One through Six. Final Report. New Port, Ky.: Independent School District, 1971.

This report had a two-fold objective: (1) to develop and implement an integrated elementary curriculum designed to meet the basic needs of children; and (2) instruct teachers how to teach career development.

These aims were accomplished by use of mass media, field trips, written work units, resource consultation, and in-service workshops.

Pretest and posttest analyses were made. It was noted that student grades improved 57 percent and the students had a keener awareness of the overall world of work. They gained new acceptance of responsibility, improved self-discipline, new knowledge of job opportunities, and a desire to succeed and be self-motivating.

This article may be very helpful to teachers, teacher trainers and curriculum specialists.

A Working Curriculum Paper on Technology and the World of Work and Careers. Cleveland, Ohio: Case Western Reserve University, Department of Education, 1970.

This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society; to understand his part in the work force; to understand how technology affects his life; to try out tentative career directions; and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work" and "self." At first, the child will study jobs that are thing-centered or service-centered. In other words, he will classify jobs according to this continuum. During three years the student can study within the major subdivisions of technology, which are communications, construction, manufacturing and service. Also, he will have the opportunity to work within a small student-directed company so that he may apply his knowledge.

The World of Construction, Laboratory Manual, Semester 2. Industrial Arts Curriculum Project. Columbus: The Ohio State University, Research Foundation, 1970.

The second semester laboratory manual provides activities for junior high school students which reinforce construction concepts presented in the textbook and the accompanying teacher's guide. Each of the eighty-one activities includes a stated objective and procedures for carrying out the activity with drawings, charts, and pictures provided where necessary. Sample topics include (1) installing electrical communicator's systems, (2) enclosing exterior walls, (3) planning the living space, (4) building the substructure, (5) city and regional planning factors, and (6) managing community development.

The World of Manufacturing, Laboratory Manual. Industrial Arts Curriculum Project. Columbus: The Ohio State University, Research Foundation, 1971.

This laboratory manual for junior high school students encompasses concepts found in manufacturing. Developed under a contract from the U. S. Office of Education, it is the second part of a two-year integrated program, and together with the first course in construction technology, provides an introductory study of industrial technology. This manual is designed for use with a textbook and teacher's guide to provide a complete course. Each of the ninety-one activities includes a stated objective and procedures for carrying out the activity with drawings, charts, and pictures provided where necessary. Sample topics include (1) manufacturing and the economic system; (2) building the production prototype; (3) organization, ownership, and profit; (4) manufacturing production technology; (5) combining subassemblies; (6) designing and engineering the product; (7) arranging for distribution and sales.

The World of Manufacturing, Teacher's Guide. Industrial Arts Curriculum Project. Columbus: The Ohio State University, Research Foundation, 1971.

This teacher's guide encompassing the concepts found in the world of manufacturing is designed for junior high school students to be used as a total educational package with the textbook and laboratory manual. As the second part of a two-year integrated program in which the first year concerns construction, it is designed to prepare students for enlightened citizenship and to provide educational-occupational guidance for the world of work. This program was designed to be used 45 minutes per day for 185 days, with twenty optional assignments for flexibility. Each of the 185 assignment units includes objectives, overview, suggestions for presentation and discussion, homework, and tests. Assignments cover (1) an overview of manufacturing technology; (2) analysis of the concepts of researching, designing, and engineering as they apply to products and processes; (3) analysis of production practices; and (4) personnel policies. A list of teaching aids and special equipment, a list of equipment for students, and a list of expendable supplies are appended. The guide is in three-ring binder format for ease in use.

World of Work. First Year Report, 1971-1972. Mt. Pleasant, Mich.: Mount Pleasant Public Schools.

Prepared during the first year of a three-year pilot program, this working draft of a resource guide represents efforts to develop and field test resource units for career education, grades 1-6. The units, which include objectives and learning activities, are clustered as follows: (1) distribution and marketing, (2) agriculture-natural resources, (3) fine arts and humanities, (4) communications and media, (5) construction, (6) health, (7) hospitality and recreation, (8) manufacturing, (9) office and business, (10) transportation, (11) environmental control, (12) public service, and (13) consumer and homemaking. Also included are an integrated plan for the curriculum, a suggested plan for presenting the units to the various grades, and a sample unit outline. The material was written by a school principal and his inschool teachers, who worked to preserve the individuality of each unit plan so that each might serve as a springboard for other teachers. The more fully developed units contain bibliographies and evaluation guidelines.

Worthington, Robert M. Career Education and the Community Junior College. Presentation at the National Seminar for State Directors of Community-Junior Colleges (Columbus, Ohio, January 10, 1972).

Worthington's speech is of a general nature, aimed at acquainting community college administrators with the need for integrating career education programs at all educational levels.

Career education is so comprehensive that it encompasses all phases of a child's education from kindergarten to secondary school to post-secondary college to university training. Therefore, career education must be properly integrated into all aspects of the educational curriculum. The elementary and junior high schools concern themselves with an orientation to occupations and an awareness of the roles, requirements, and responsibilities of work. High schools prepare students for job entry and/or further education. Post-secondary education should adequately prepare students for career aspirations as well as college and graduate studies.

____________________. Comprehensive Personnel Development for Career Education. Presented at the Annual Leadership Development Seminar for State Directors of Vocational Education (4th, Las Vegas, Nevada, September 15, 1971).

Dr. Worthington explains the four parameters of career education as Intervention, Information, Investigation, and Involvement and states that the goals of a sound career education program are economic self-sufficiency, a satisfying life, and new and challenging learning experiences leading to the development of career and avocational interests. The areas most in need of reform are those of methodology, teacher/student relationships, administrative planning, and community involvement.

The major portion of the paper concerns the activities of the Bureau of Adult, Vocational, and Technical Education (BAVTE). BAVTE's subsidiary programs are explained in detail. Dr. Worthington describes the nature and function of the Division of Adult Education Programs, Teacher Training Grants, Special Project Grants, and the Division of Manpower Development and Training.

BAVTE also awards contracts for curriculum development programs and exemplary programs and projects.

Worthington provides a wealth of information for career education administrators, researchers, teachers, and development specialists on the scope and availability of career education projects, grants, resources, and funds.

____________________. Development of Model Career Education Programs under Part C and Part D of the Vocational Education Amendments of 1968. Presentation at the Commissioner's Conference for Chief State School Officials. Washington, D.C., 1972.

Every student in the Watertown, South Dakota School District is involved in a comprehensive career education program which was locally designed and implemented with technical and financial assistance from state and federal sources. The program is designed to help students become aware of and prepared for the world of work. The emphasis of career awareness and career exploration at the elementary school and junior high school levels is on individual development rather than career selection. Senior high school students focus on one or more career clusters and specific decision-making situations. Guidance and counseling services are provided as students develop career goals. Similar programs are being developed in Riverton, Wyoming; Cobb County, Georgia; Norwalk, Connecticut; Mobile, Alabama and other places across the nation. Many are in their second year of operation while others are still in the developmental stage. Federal monies have been used to support these plus other programs including the school-based model effort being administered from the Ohio State University. Research coordinating units are playing a significant role in the development of programs within individual states.

____________________. The Implications of Career Education for Adult Education in the United States. Paris, Fr.: United National Educational, Scientific, and Cultural Organization, 1972.

Career education is based on the idea that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. It is a lifelong systematic way of acquainting students with the world of work in their elementary and junior high school years and preparing them in high school and college to enter into and advance in a career field of their own choosing. For adults it is a way to reenter formal or informal educational programs at any time to upgrade skills or to enter a new career field. Career education consists of five educational levels, beginning in the elementary years with an emphasis on awareness, and proceeding through exploration in the intermediate years, specialized job training and occupational preparation in the secondary and post-secondary years, and continuing personal development and enrichment in the adult years. Currently four models are being utilized by high schools, colleges, employers, and others to adapt the career education concept to their particular needs. These include the school-based, employer-based, rural-residential, and home-community models.

____________________. New Thrusts in Adult Education. Presentation before the Joint National Conference of the Adult Education Association/USA and the National Association of Public Continuing Educators (Los Angeles, California, November 5, 1971).

Adult education teachers and continuing education directors could benefit from the observations of this Associate Commissioner of the Bureau of Adult, Vocational and Technical Education. In general, career education is a cradle-to-grave process encompassing adult education. Adult education is specifically concerned with the development and enrichment of the adult individual in facing the demands of family life, community involvement, and expanding leisure time. Several goals designed to better adult education services have been established: (1) implementation of a National Adult Education Staff Development Program; (2) completion of Adult Performance Levels in specific adult learning areas as reading, writing, mathematics, and general knowledge; (3) establishment of one full-time adult education coordinator in every community of more than 5,000 citizens; (4) development of adult education curricula and learning methods; (5) assessment of the 1980's and an evaluation of the adult's reponsibility to that future environment.

____________________. "The RCU's Role in Implementing the Career Education Concept." Paper presented at the Research Coordinating Unit Directors Conference (7th, New Orleans, La., 1972).

Worthington discusses several functions that can be accomplished by RCU's, including (1) disseminating information about career education; (2) providing consultative services and technical assistance to local districts; (3) helping local districts design evaluation plans; (4) designing and sponsoring research and development projects to develop, test, and validate instructional materials and program components for career education; and (5) planning, coordinating, and managing the state's overall research, development, and pilot testing effort in career education.

This publication is of interest to Research Coordinating Unit Directors and others involved in career and education planning on a national and state level.

___________________. Technical Education, Careers Unlimited. Keynote address before the National Technical Education Clinic, 1972. Ft. Worth, Tex.: Office of Education and the American Technical Education Association.

The focus of this address is to scrutinize the career education concept as it relates to all levels of education with special emphasis on how it relates to programs beyond high school. Education must teach people to perform the duties that are required to maintain and further develop the society. It must bring about environmental awareness, social mobility, changing political views, world wide communication and all significant social and psychological changes which affect the entire populace.

The aims of career education are to (1) lead all persons to respect the dignity of work; (2) acquaint youth with all types of work; (3) reduce the feeling of "failure" for high school and college drop-outs who have been ill-advised and have, consequently, "failed" in their chosen careers; (4) provide educational opportunities for all ages with variable options; and (5) to provide organized study for people of all ages who feel that they need it to keep up with the changing complexities of society.

The address may be helpful in developing career education programs, programs in higher education especially.

Worthington, Robert M., and Hitt, Homer L. Papers Presented at the Research Coordinating Unit Directors Conference (7th, New Orleans, La., March 22-23, 1972). March, 1972.

This publication contains two papers presented during a conference for Research Coordinating Unit (RCU) directors. In "The RCU's Role in Implementing the Career Education Concept" by R. M. Worthington are discussed several functions that can be accomplished by RCUs: (1) disseminating information about career education; (2) providing consultative services and technical assistance to local districts; (3) helping local districts design evaluation plans; (4) designing and sponsoring research and development projects to develop, test and validate instructional materials and program components for career education; and (5) planning, coordinating, and managing the states' overall research, development, and pilot testing effort in career education. In "Vocational Education: Our Common Opportunity" by H. L. Hitt are traced the changes that have occurred in public higher education since the 1800's. Mr. Hitt argues that a great majority of students are poorly prepared for the standard college curriculum and suggests that colleges and universities can either restrict their enrollments to those who demonstrate academic preparation and promise or can restructure their curriculum to provide for the needs of all students.

The first paper has special significance for research and development personnel in planning and studying implementation of career education. The second provides interesting alternatives to those higher education leaders having responsibility for curricular offerings within the university or the college.

Writing Performance Goals: Strategy and Prototypes. A Manual for Vocational and Technical Educators. N.Y.: McGraw-Hill Book Co., Gregg Division; Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education.

Educators at the Ohio State University and the McGraw-Hill Book Company prepared this manual to develop prototypes of performance goals for use by curriculum specialists and developers of instructional materials in vocational and technical education and to provide concomitant guidelines for training writers of performance goals. The document contains two sections, with the first part making up the Manual for Preparing Performance Goals and the second providing Prototypes of Performance Goals. Part 1 includes (1) "Characteristics of Performance Goals," (2) "Definition of Terms," (3) "Some Questions about Performance Goals," (4) "A System for Writing: Performance Goals," (5) "The Number of Performance Goals to be Prepared," and (6) "Implementation." Part 2 provides prototype performance goals for various areas of agricultural education, business and distributive education, health education, home economics education, technical education, and trade and industrial education. Numerous charts illustrate the manual.

Young, William G. An Exemplary Program for Occupational Preparation. Interim Report. New Orleans: New Orleans Public Schools, 1971.

All levels of community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculums geared to occupational choice, and development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for coveraged and dropout-prone students to enable them to obtain part-time after-school and summer jobs. Instruction at senior high school level combined on-the-job training or realistic simulated employment experience with vocational guidance and job placement services. Adults, including out-of-school youth, were taught marketable skills. The program was very successful on the elementary level as measured by pretest and posttest measures of attitude toward work. Other levels were more difficult to evaluate at this stage, although vocational counseling was very well received at the senior level and enrollment in adult courses indicated community interest. Recommendations included (1) greater efforts to enlist community support; (2) inservice training in vocational information for teachers; and (3) objective questionnaires to measure the influence of the program.

Zicherman, Joan G., et. al. Interim Evaluation of an Exemplary Occupational Education Program in a Rural Community. Raleigh: North Carolina State University, Center for Occupational Education.

The APEX Elementary Project served 2,203 students in four schools of the Wake County, North Carolina, School System. The project was designed to expand career exploration and availability of occupational information to the lower and middle grades, to increase opportunities for work experience and cooperative education, to provide for specialized skill training of students prior to leaving school, and to initiate a placement service integrated with the counseling function within the school system. An attitude scale administered to teachers, administrators, and students in grades 9 through 12 yielded high group means indicated positive attitudes toward vocational education. Preliminary analyses of an attitudes toward self and other scale, administered to students in grades 9 through 12, showed reliability coefficient to be .865 and .655 for items measuring attitude toward self and others, respectively. Baseline data (by grade level) with which to measure changes at a later date were obtained by a three-item instrument asking students in grades 1 through 5 to list as many occupations as they could. The occupations of members of the immediate family, and as many good work habits as they could; students in grades 6 through 12 responded to the latter two items. Baseline and/or historical data are also presented for the number of high school course offerings in vocational areas and the percentages of students applying for postsecondary education, students requesting career guidance services, parental conferences with guidance personnel, students using the occupational information centers dropouts, average daily attendance, and grade failures.

A SELECTED SUPPLEMENTARY LISTING

On the following pages are additional sources which were selected for annotation; however, time did not permit annotating them. Because the Project Staff felt that these sources may also be of significant value to personnel development in career education, it was decided to include them herein without annotations at this time.

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